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ABSTRACT

This course in spoken Serbo-Croatian is intended for use in introductory conversational classes. Book I in the two-volume series is divided into two major parts, each containing five learning units and one unit devoted to review. Each unit contains sections including (1) basic sentences, (2) word study and review of basic sentences, (3) listening comprehension, and (4) conversation exercises. The lessons, based on cultural experiences commonly shared by Yugoslavians, are structured for independent study. A key to exercises and tests is included. For the companion document, see FL 004 865. (RL)

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Carlton Hodge

SPOKEN SERBO-CROATIAN Book One

Spoken Language Services, Inc.

004 879



This is one of a series of self-teaching textbooks in more than thirty languages prepared under the aegis of the American Council of Learned Societies and the Linguistic Society of America. There are four hours of recordings keyed to the printed text.

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INTRODUCTION

1. This course in spoken Serbo-Croatian is designed as a general introduction to the Serbo-Croatian language. It contains all the essential grammatical materials for learning to speak everyday Serbo-Croatian, and its vocabulary, though small, is built around a number of the most useful common situations and current topics. It is based on the principle that you must *hear* a language if you are to understand it when spoken, and that you must practice *speaking* it in order to master its sounds and its forms.

A teacher will often not be available for those for whom this book is written, so the course has been made as nearly self-teaching as possible. This manual covers the course completely and requires the use of no other reference material.

2. The Serbo-Croatian language is spoken by about 11 million people in Yugoslavia. There are also a considerable number of Serbo-Croatian speakers in the adjoining countries of Italy, Austria, Hungary, and Rumania, and in nearby Czechoslovakia. To these we may add approximately 150,000 Serbs and Croats in the United States.

Variations in language are perfectly natural and are found in every language in the world. So do not be

surprised if no two Serbo-Croatian speakers whom you meet seem to talk in exactly the same way. All the Serbo-Croatian speakers you meet in Yugoslavia will understand the kind of Serbo-Croatian presented in this manual, and a great many of them, especially in the larger towns and cities and among the fairly well educated will speak it exactly as you find it here. The people in the country areas and some of the people in the cities will often, however, speak a slightly different kind of Serbo-Croatian. If the pronunciation you hear is not quite like what is given to you in this manual or what you hear in this course, *imitate the person with whom you are speaking*. Likewise, do not hesitate to use the gestures which you see, for they are part of the language. Imitate them if you can.

3. A Native Speaker and This Manual are used in this course to help you in learning to speak Serbo-Croatian. The two must be used together. Neither is of any value without the other.

This manual has been so organized that it can be used to study by yourself or in a group. If you work in a group and have no regular teacher, choose one of the group to act as *Group Leader*.

4. A Native Speaker is the only good source of first-hand knowledge of the pronunciation and usage of any language. The method used in this manual requires the presence of a native speaker of Serbo-Croatian, preferably a person who can be on hand throughout the course, or next best the voice of a native speaker recorded on the phonograph records which are supplied with this manual. The native speaker is referred to as the *Guide*. The Guide's job is to act as a model for you to imitate, and as a check on your pronunciation and usage. It is not his business to be a "teacher" or to "explain" the language to you. *That* is the function of this manual. The Guide should be, if possible, a person who speaks more or less the type of Serbo-Croatian found in this manual, but he should speak it naturally and without affectation. He should be neither over-educated nor too uncultured.

5. This Manual is divided into five major parts, each containing five *learning* units and one unit devoted to *review*. Each unit contains several *sections*, usually the following:

- A. Basic Sentences (with Hints on Pronunciation, in Parts I and II, Hints on Spelling, in Part II, and Pronunciation Drill, in Parts III, IV, and V)
- B. Word Study
- C. Review of Basic Sentences
- D. Listening In
- E. Conversation
- F. Conversation (Cont.)

These six sections are followed in each learning unit by a *Finder List* containing all the new words in the particular unit. At the end of the manual are included a summary of all word study material as well as supplementary word lists for Units 13 through 30. All the words in the manual are included in two complete vocabularies, Serbo-Croatian-English and English-Serbo-Croatian.

6. The Basic Sentences in each unit are arranged so as to give you a number of new words and a number of new ways of saying things, first broken up into words or short phrases and then combined in complete sentences.

7. The Aids to Listening which are given throughout the course present a more exact version of the usual Croatian spelling, which is designed to help you in remembering the Serbo-Croatian words *as they sound*. It serves as an introduction to the ordinary spelling, which does not mark several important sound features.

8. The Hints on Pronunciation are given to help you improve your speech in Serbo-Croatian. No language has sounds exactly like those of any other, and in Serbo-Croatian you will find some sounds English does not have at all, and others which are somewhat but not exactly like English sounds. As you go through the Basic Sentences try to hear and imitate more precisely the sounds described for you in these hints.

9. Pronunciation is Important for a number of reasons: if you expect to be understood when you speak a foreign language, you will have to pronounce it more or less the way the people are used to hearing it. Furthermore, the nearer you get to pronouncing the precise sounds, the easier it will be for your ear to catch the sound as spoken by a native, and the more rapidly you will pick up new words and phrases and make progress in learning the language.

10. The Native Speaker Is Always Right. At times this manual or the phonograph records may show one pronunciation and the particular native speaker who acts as your Guide will pronounce something a little different. Always imitate the pronunciation of your Guide rather than that of the phonograph records or of the *Aids to Listening*.

11. The Word Study sections show you certain uses and combinations of words and phrases studied up to that point; you are taught how to take apart the words and phrases which you have heard and how to make new words and phrases on the same model.

12. The Listening In section gives you a number of conversations, anecdotes, or stories, which use the vocabulary and constructions you have learned in each unit and in all those preceding. Its purpose is to give you practice in listening to and understanding the foreign language as you might overhear it in normal

conversations among Serbo-Croatian-speaking people, and to furnish you with models for your own conversation practice.

13. The Conversation Practice represents the central aim of the course. Situations will be outlined which will give you the setting for your conversations. Here you will be able to make use of all the material that you have learned up to this point.

14. In Speaking Serbo-Croatian you should *not* first figure out what you want to say in English and then translate it into Serbo-Croatian, word for word. You should apply, instead, the words and expressions you already know to the given situation. If you cannot immediately rattle off a word or expression to fit a particular situation, go on to another, or ask a question, but under no circumstances attempt to compose long and complicated sentences. As soon as you do, you lapse into English speech habits and stop learning Serbo-Croatian and Serbo-Croatian speech habits.

When people speak to you, they will often use words and expressions you do not know. If you can't guess their meaning, try to find out by asking questions in Serbo-Croatian, or by asking them to repeat slowly, or to explain in simpler terms. If you do this you will constantly learn more and will practice the Serbo-Croatian you already know in the process.

Your learning of Serbo-Croatian will not stop, therefore, when you have mastered this material. You will,

rather, be able to get around among the people, practice what you know, and steadily pick up more and more words and phrases. Try to learn them as you go. Carry along a notebook to jot down what you want to remember; you can then review this new material from time to time.

You should not wait until you have finished this manual before you start using the language. Start practicing right away. When you have done the first

unit, try out the expressions on as many people as possible. When you try out your Serbo-Croatian, even at this early stage, make it slide off your tongue as smoothly as possible. Be careful not to slip back into a careless English-like pronunciation. Listen closely to what the person says in response, trying to catch as much as you can. The first few times it may be hard to catch even the words you know, but you will improve rapidly if you keep on practicing every chance you get.

CONTENTS

PART ONE

UNIT	Page	UNIT	Page
1. GETTING AROUND. Useful Words and Phrases. Comment on the <i>Aids to Listening</i> . Pronunciation practices for <i>i, e, u, o, a</i> .	1	4. SEEING THE SIGHTS. Pronunciation practices on <i>dj</i> and review of vowel sounds. More noun case forms (Dative, Genitive, Instrumental, Vocative). Verb forms in <i>-ti</i> . The word <i>da</i> . The reflexive <i>se</i> .	76
2. MEETING PEOPLE. Pronunciation practices on Serbo-Croatian accents and <i>lj, nj</i> . Present tense of verbs. Prepositions.	28	5. LET'S TALK ABOUT THE WEATHER. Pronunciation practices on <i>pš, sv, v, dj</i> and <i>dž</i> . List of Serbo-Croatian unit sounds. Neuter nouns. Genitive case (use). Pronouns—more case forms. Verbs—present tense forms for 'they'; future construction; perfective and imperfective.	98
3. WHAT'S YOUR TRADE? Pronunciation practices on <i>h</i> and consonant groups. Pronouns. Nouns. Nominative case. Questions in Serbo-Croatian.	52	6. REVIEW.	121

PART TWO

UNIT	Page	UNIT	Page
7. A PLACE TO LIVE. The Cyrillic alphabet. Pronunciation practices for proclitics and words with recessive accent. Use of Accusative case. Noun plurals. Adjectives. Pronoun <i>tdo</i> . Verb <i>l</i> -forms (past, 'would' forms). Enclitics. Verb 'to be', long forms.	131	10. SHOPPING. Numerals. Pronunciation practices on <i>r</i> , <i>é</i> , <i>é</i> . Noun—Dative and Instrumental plural forms; moveable <i>a</i> , extended plurals. Familiar forms of the pronoun. More adjective forms. Familiar forms of the verb. Verb <i>bili</i> —negative forms, review.	202
8. FILL 'ER UP. Pronunciation practice on <i>l</i> , <i>d</i> . Pronominal adjectives. Special nouns. Noun <i>-ii</i> ending. Listing nouns. Use of Genitive case. The word <i>ero</i> .	159	11. AT THE POST OFFICE. Feminine <i>-i</i> nouns. Feminine <i>-a</i> nouns, Dative and Instrumental plural forms. Neuter Nominative plural. Review of noun forms. Use of numerals 2-4. Adjective forms, new and old. Review of pronominal adjectives. Use of cases.	226
9. LET'S EAT. Pronunciation practices on vowels plus <i>j</i> , and on <i>lj</i> . Use of prepositions. <i>a</i> - verbs; <i>i</i> - verbs; special verbs; <i>lái</i> verbs. Words for 'thank you', etc.	178	12. REVIEW.	249

PART ONE

UNIT 1

GETTING AROUND

To the Group Leader: Each Unit of this course is divided into six sections. It is suggested that the group spend not less than fifty minutes on each Section.

Before you get the group together to work on this first unit, read carefully the following material up to the heading *Useful Words and Phrases* on page 3. When the group meets, read the material aloud to them or have some other member of the group do the reading. The students will follow the reading with their books open. Be sure that your Guide, or the phonograph and records, are ready before the Group meets for work on Section A. See that the Guide is supplied with a copy of the manual *Uputa za Upravljanje*, which tells him just what he is to do and gives him the Serbo-Croatian he is to speak to the group. You yourself should consult the back of the Guide's Manual for further instructions.

You should look through all of the sections of the unit, reading the directions carefully, so that you will have in mind the general plan of the work. Always get clearly in mind the directions for a section before you take that section up in group meeting.

This unit gives you the most immediate and necessary expressions that you will need in meeting people, asking your way, buying things, and counting. The amount of learning and memorizing required for the first unit is considerably greater than that for any later unit. You are given such a large dose at the start because this unit is meant to be a kind of "language first aid" which gives you enough useful expressions to enable

you to make ordinary wants known and to carry on a simple conversation in Serbo-Croatian from the very start.

Many of these words and phrases are similar to those on the phonograph records for the Serbo-Croatian Language Guide (Introductory Series) (TM 30-346). If you have worked with these records, the present unit will serve as a review.

SECTION A—USEFUL WORDS AND PHRASES

In the list of *Useful Words and Phrases* which follows, the English equivalent of these words and phrases is given at the left of the page. In the middle column are the *Aids to Listening* which will help you in getting

the sounds. In the third column is the Serbian (Cyrillic) spelling, to which you are to pay no attention now, but to which you will return later. The *Group Leader* will first read the *English Equivalent* and pause for

the *Guide* to speak the Serbo-Croatian. Every member of the group then repeats after the Guide. The Guide will then say the Serbo-Croatian a second time and everybody will repeat after him as before. The Group Leader will then read the next English Equivalent and the Guide and group will follow the same procedure.

If no Guide is available, the phonograph records provided for the course should be used. When the group is ready, the Group Leader will begin playing the appropriate record and the group will repeat right after the Serbo-Croatian speaker during the silences in the record. The phonograph records can be used with profit even in cases in which a Guide is available because they can be heard between meetings of the group, whenever it is convenient to you; they furnish additional practice in hearing Serbo-Croatian; you may listen only to those portions which you have found difficult; and the records may be played as often as you wish. In case the speaker on the record has a Serbo-Croatian pronunciation different from that of your Guide, use the records only for listening and understanding and not for imitating.

To the Group Leader: If the Guide does not speak English, he is instructed to follow these hand signals:

- | | |
|---|--------|
| 1. Index finger raised: | BEGIN |
| 2. Hand raised, palm toward the Guide: | STOP |
| 3. Palm down, hand moved slowly in semi-circle: | SLOWER |
| 4. Beckoning with index finger: | REPEAT |

Whether you are working with a Guide or with the phonograph records, you must repeat each Serbo-Croatian word and phrase in a loud, clear voice, trying at all times to imitate the pronunciation as closely as you can. Mimic everything, even the Guide's gestures and the tone of his voice. Keep constantly in mind the meaning of the Serbo-Croatian you are about to hear, glancing at the English equivalent whenever you need to remind yourself. When you are hearing the Serbo-Croatian, keep your eyes on the *Aids to Listening*. But whenever the written form seems to you to differ from the spoken sound, follow the spoken sound always.

In the first five units do not attempt under any circumstances to pronounce the Serbo-Croatian before you have heard it. You will only make trouble for yourself if you try to guess the pronunciation by "reading" the *Aids to Listening*.

If you are working with a Guide who does not understand English, ask the Group Leader to demonstrate for you what hand signals to use to let the Guide know when you want him to read more slowly or repeat.

- | | |
|---|--------|
| 5. Hand held palm up and moved quickly up and down: | LOUDER |
|---|--------|

Remember that each phrase you say has a real meaning in Serbo-Croatian and so you should always act as though you were really saying something to

someone else. You will learn fastest if, when your book is open, you follow these steps:

1. Keep your eyes on the *Aids to Listening* as you listen to the Serbo-Croatian being spoken.
2. Repeat immediately what you have heard.

To the Group Leader: Give the members of the group a chance to ask questions about the instructions. Make sure that everyone understands just what he is to do. Then have the students go through the list of *Useful Words and Phrases* once with books open, repeating in unison after the Guide. Following this first practice, read with the group the *Comment on the Aids to Listening* on page 6. Make sure that everyone understands it.

Now go through the list a second time, just as you did before. And finally, go through it a third time, but let the students take turns repeating individually after the Guide—a sentence to a student. Indicate the order in which the repetitions are to go, who is first, who next, and so on. Continue this individual repetition as long as the 50 minute period permits. Then, just before dismissing the group, read with them the paragraph headed *Check Yourself* on page 7.

Here are some hints that will help make the work of the group more effective:

1. Insist that everyone speak up. Don't allow any mumbling! Each member of the group must be able to hear what is being said at all times.
2. Indicate to the Guide that he is to repeat whenever the pronunciation is bad and to keep on repeating until he gets a pronunciation that sounds like Serbo-Croatian.
3. Urge everyone to mimic to the limit every sound, every inflection, even the mannerisms of the Guide.
4. Keep the work moving. Don't let it drag at any time. See that everyone is listening, not only to the Guide, but to himself and to the others as they repeat after the Guide.
5. Go through all the work yourself. Repeat with the others and take your turn at the individual repetitions.

1. Useful Words and Phrases

Here is a list of useful words and phrases you will need in Serbo-Croatian. Pay especial attention to the difference between long and short vowel sounds.

NOTE: Occasionally you will find words in the English enclosed in brackets [] or parentheses (). Words in brackets are not in the Serbo-Croatian if it is literally translated but must be supplied in the English to give you a correct equivalent. Words in parentheses are expressed in the Serbo-Croatian but not in a good English equivalent. Both brackets and parentheses are used sparingly as you usually get a literal translation in the 'build-up' and then what you would say in a similar situation in English is given as the equivalent of the sentence itself.

3. Keep in mind the meaning of what you are saying. Begin the words and phrases as soon as your Guide is ready or when the Group Leader is ready to play the first phonograph record.

Greetings and General Phrases

ENGLISH EQUIVALENT

Record 1A, beginning.

Hello!

Good morning!

Good evening!

Good-bye!

Good night!

how

you

How [are] you?

thanks

I

am

well

Thanks, I'm fine.

Please or you're welcome!

Excuse me!

Yes.

No or not.

"When greeting a friend. "Literally 'good day!'

[1-A]

AIDS TO LISTENING

zàrò-vò!
or: *dò-bar dān!*

dò-bro jù-tro!

dò-bro vè-žeer!

zòò-gom!

là-ku nòò!

kà-ko

vì

Kà-ko vì?

hvađ-la

jā

sam

dò-bro

Hvađ-la, jā sam dò-bro.

Mò-liim!

I-zvì-ni-tel!

Jè-sle.

Nè.

CONVENTIONAL CYRILLIC SPELLING

Здраво!

Добар дан!

Добро јутро!

Добро вечер!

Збогом!

Лаку ноћ!

како

ви

Како ви?

хвала

ја

сам

добро

Хвала, ја сам добро.

Молим!

Извините!

Јесте.

Не.

do you understand?
me

Do you understand me?

I understand
you
I don't understand you.

I understand you.

what
you are
having said
What did you say?

I beg you
speak!
so fast
Please don't speak so fast.

do you speak?
English
Do you speak English?

Sir or Mr.
Madam or Mrs.
Miss.

ra-zù-mi-je-te (ra-zù-mee-te) li?
mè-ne
Ra-zù-mi-je-te (ra-zù-mee-te) li vi
mè-ne?

ra-zù-mi-jem (ra-zù-meem)
vàas
Jàa vâas ne ra-zù-mi-jem (ra-zù-meem).
Jàa vâas ra-zù-mi-jem (ra-zù-meem).

šlà
ste
kad-za-li
Šlà ste vi kad-za-li?

mò-liim vas
go-vò-ri-tel
là-ko brt-zo
Mò-liim vas, ne go-vò-ri-te là-ko
brt-zo.

gò-vo-rii-te li vi?
èn-gee-ski
Gò-vo-rii-te li vi èn-gee-ski?
Go-spò-din.
Gò-spo-dja.
Gò-spo-dji-ca.

разумијето (разумете) ли
мене
Разумијето (разумете) ли ви мене?

разумијем (разумем)
вас
Ја вас не разумијем (разумем).
Ја вас разумијем (разумем).

шта
сте
казали
Шта сте ви казали?

молим вас
говорите!
тако брзо
Молим вас, не говорите тако брзо

говорите ли ви?
енглески
Товорите ли ви енглески?
Тосподин.
Тоспођа.
Тоспођица.

After you have gone through these *Useful Words and Phrases* once read the following:

2. Comment on the Aids to Listening

Serbo-Croatian is written in two different alphabets, the Cyrillic and the Latin. The Cyrillic alphabet, used by the Serbs, is basically the same as the Russian one and is printed in the right hand column. Pay no attention to it now. The Latin alphabet used by the Croats, has nearly the same letters as English and is used in the middle column (*Aids to Listening*), with some modifications. Those letters which are different from those in English or which are the same but with different pronunciations will be explained in the *Hints on Pronunciation*. To make this alphabet a better picture of what you are listening to, we have introduced several helps.

The first of these is the use of accent marks: ' and '. These show you which part of the word, or which words, you are to emphasize or stress. For example, if we wanted to show where to put the accent in English, we could write: *good mórning*, *how áre you?* and *fíne, thánks, and hów áre yóu?* Notice that some words (like English *are* in the above examples or Serbo-Croatian *ne* in your *Basic Sentences*) are sometimes stressed or accented and sometimes not. (The difference between ' and ' will be explained later.) The ordinary Latin and Cyrillic spellings used by the Serbo-Croatians do not use these accent marks, so that you could not tell from them where to put your stress. If you are working

with a Guide, you may find that he puts the accent on a different part of the word from that marked in the text. In that case, always follow the Guide's pronunciation. Accents differ in different parts of Yugoslavia, and one pronunciation is just as good as another, as long as it is that of a native speaker.

Another help is the writing of vowels (i, e, u, o, a, r) double when they are long. You probably do not feel the difference between long and short vowels in English, so you must listen carefully to the Serbo-Croatian to catch *and imitate* the distinction. Compare *sad* and *sat* in English. The *a*'s are of the same quality, but the one in *sad* is longer or drawn out. The distinction in English is automatic and relatively unimportant, but this is not the case in Serbo-Croatian. Whether you use a long or short vowel in a Serbo-Croatian word may make a great deal of difference in your being understood. Watch them carefully and imitate the record or Guide as closely as you can. Remember, every double vowel is a long vowel.

There are two main dialects of Serbo-Croatian. Only one of these can be presented here at all adequately, but neither should be neglected. For this reason the other dialect form of the word is put in parentheses after every word where the difference is only a phonetic one. For example you have:

gdjè
èè-lje-zniè-kaa
ra-zù-mi-jem
ra-zù-mi-je-te

gdè
èè-le-zniè-kaa
ra-zù-meem
ra-zù-mee-le

As you see, the differences between the two forms of the words are not great. They are not separate words (such as *faucet* and *spigot* in English, used in different places for the same thing). In fact, there is a very simple rule for the differences between these words. When there are different forms of the same word in the two dialects, one dialect has *je* and the other *e* or the first has *i* and the other *ee*. They are therefore called the *i* (or *je*) dialect (*jèkaavski*) and the *e* dialect (*èkaavski*). The *e* dialect form is put in parentheses throughout the *Basic Sentences*, *Listening In* and *Finder Lists*, but only the *i* dialect is discussed in the *Hints on Pronunciation* or *Word Study* sections. There are also vocabulary differences between the two dialects (that is, words completely different, such as *faucet* and *spigot*).

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you repeat each word and phrase in a loud, clear voice immediately after hearing it?

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Now go through the *Useful Words and Phrases* again with your book open, following the same procedure as before. Repeat each word and phrase, immediately after hearing it, in a loud, clear voice. Let yourself go and say the phrases right out.

Go through the *Useful Words and Phrases* once more with your book open, but this time take turns letting each member of your group repeat individually until everybody has taken part. Keep on the alert. If the Guide asks you to repeat, do so with enthusiasm and try to mimic him as best you can until he is satisfied with your pronunciation. When you have satisfied him, you can be sure that you are speaking understandable Serbo-Croatian. Continue this individual repetition as long as time permits. If you are using only the phonograph records, your Leader will see to it that you repeat and that everyone gets the most out of this individual performance.

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Serbo-Croatian?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

SECTION B—USEFUL WORDS AND PHRASES (Cont.)

Here are other useful words and phrases which you will want to use immediately if you are in a place in which the people speak Serbo-Croatian.

In working with this material, follow the same procedure that you used with the *Useful Words and*

Phrases in Section A. After you have gone through the list once, repeating in unison, read the *Hints on Pronunciation* which follow. Then go through the list a second and third time, as in Section A.

1. Useful Words and Phrases (Cont.)

Places and Directions

Record 1B, beginning.

where	gdjè (gdè)	гђе (где)
it is	je	је
railroad	žè-lje-znič-kaa (žè-le-znič-kaa)	жељезничка (железничка)
station	stà-ni-ca	станица
Where's the railroad station?	Gdjè (gdè) je žè-lje-znič-kaa (žè-le-znič-kaa) stà-ni-ca?	Гђе је жељезничка (железничка) станица?
restaurant	go-sti-ò-ni-ca	гостионица
Where's the restaurant?	Gdjè (gdè) je go-sti-ò-ni-ca?	Гђе (где) је гостионица?
hotel	hò-teel	хотел
Where's the hotel?	Gdjè (gdè) je hò-teel?	Гђе (где) је хотел?
the toilet	nùž-niik	нужник
Where's the toilet?	Gdjè (gdè) je nùž-niik?	Гђе (где) је нужник?
Here.	Oòv-dje (oòv-de).	Овђе (овде).
There.	Tà-mo.	Тамо.

• [1-B]

Straight ahead.

gol
to the right
Go to the right!
to the left
Go to the left!

that
What's that?
is called (or named)
Serbian
Croatian

What do you call that in Serbian (or
Croatian).

you want
What do you want?

give me
(of) cigarettes
and
(of) matches

Please give me cigarettes and
matches.

Nà-preed.

l-di-let
nà de-sno
l-di-le nà de-sno!
nà li-je-vo (lee-vo)
l-di-le nà li-je-vo (lee-vo)!

Designation

l-do
Šta je l-do?
se zò-vee
sŕp-ski
hŕ-vaat-ski
Kà-ko se l-do zò-vee sŕp-ski i-li
hŕ-vaat-ski?

žè-lji-te
Šta vi žè-lji-te?

dàaj-te mi
ci-ga-reé-laa
i
š-bii-caa
Mò-liim vas, dàaj-te mi ci-ga-reé-laa
i š-bii-caa.

Напред.

идите!
на десно
Идите на десно!
на лијево (лево)
Идите на лијево (лево)!

то
Шта је то?
се зове
српски
хрватски
Како се то зове српски или¹
хрватски?

желите
Шта ви желите?

дајте ми
цигарета
и
шибица
Молим вас, дајте ми цигарета и
шибица.

¹The word 'or' was here translated by the speaker on the records. Use either *sŕp-ski* or *hŕ-vaat-ski*, depending on whether you address a Serb or a Croat.

Eating

I want
to eat
I want to eat

(of) bread
(of) meat
(of) potatoes
I want bread, meat and potatoes.

žè-liim
jè-sti
Žè-liim jè-sti.

hljè-ba (hlè-ba)
mèe-sa
krùm-pii-ra
Žè-liim hljè-ba (hlè-ba), mèe-sa i
krùm-pii-ra.

желим
јести
Желим јести.

хљеба (хлеба)
меса
крупшира
Желим хљеба (хлеба), мяса и
крупшира.

Record 2A, beginning.

to drink
What do you want to drink?

do you want
coffee
or
tea
Do you want coffee or tea?

glass of water
of milk
Please give me a glass of water or

pi-li
Šta žè-lii-te pi-li?

vò-lii-te li vi
kà-fu
i-li
čàj
Vò-lii-te li vi kà-fu i-li čàj?

čà-šu vò-dee
mli-jé-ka (mleč-ka)
Mò-liim vas, dàj-te mi čà-šu vò-dee
i-li mli-jé-ka (mleč-ka).

пити
Шта желите пити?

волите ли ви
кафу
или
чај
Волите ли ви кафу или чај?

чашу воде
млијека (млека)
Молим вас, дајте ми чашу воде
или млијека (млека).

how much *or* how many
that costs
How much does that cost?

ten
(of) dinars
Ten dinars.

expensive
That's expensive!

cheap
That's cheap.

What time is it?

it's now
two o'clock
It's now two o'clock.

at what time?
train
comes
What time does the train get in?
¹Literally 'how many of hours?'

Price

kò-li-ko
lòò stò-jii
Kò-li-ko lòò stò-jii?

dè-set
dì-naa-raa
Dè-set dì-naa-raa.

skuù-po
Tòò je skuù-pol

jèf-ti-no
Tòò je jèf-ti-no.

Time

Kò-li-ko je saá-tii?

sàd je
dvàa sàa-ta
Sàd je dvàa sàa-ta.

u kò-li-ko saá-tii
vòoz
dò-la-zii
U kò-li-ko saá-tii vòoz dò-la-zii?

КОЛИКО
ТО СТОЈИ
Колико то стоји?

десет
динара
Десет динара.

скупо
То је скупо!

јефтино
То је јефтино.

Колико је сати?

сад је
два сата
Сад је два сата.

у колико сати
воз
долази
У колико сати воз долази?

three
At three o'clock.

leaves
What time does the train leave?

four
thirty
At four thirty.

begins
movie
What time does the movie begin?

Record 2B, beginning.

One
Five
Six
Seven
Eight
Nine
Ten
Eleven
Twelve
How much is three and four?
Three and four is seven.

lrii
U lrii sda-la.
dd-la-zii
U kò-li-ko sad-tii vdoz dd-la-zii?

èè-tir
lri-de-set
U èè-tir i lri-de-set.

pò-èi-njee
kit-no
U kò-li-ko sad-tii pò-èi-njee kit-no?

Additional Numbers

Jè-dan
Pèel
Šèest
Sè-dam
Ò-sam
Dè-vel
Dè-set
Je-dà-najst
Dvað-najst
Kò-li-ko je lrii i èè-tir?
Trii i èè-tir je sè-dam.

три
У три сата.
одлази
У колико сати воз одлази?

четир
тридесет
У четир и тридесет.

почиње
кино
У колико сати почиње кино?

Један.
Пет.
Шест.
Седам.
Осам.
Девет.
Десет.
Једанајст.
Дванајст.
Колико је три-и четир?
Три и четир је седам.

After you have gone through these Useful Words and Phrases once, read the following:

2. Hints on Pronunciation

To the Group Leader: The explanations preceding the *Practices* should be read by the group and discussed before the practice is attempted. Go through each practice as many times as may be necessary to give each member of the group reasonable control of the item of pronunciation that is being taught. The *Practices* are in the Guide's Manual and on the phonograph records. Have the group repeat after the Guide, or the phonograph record, first in unison, then individually.

You will find that the practice material is presented in sections on the phonograph record with a narrow space of clear record between each section. This arrangement will make it possible for you to play each section of practice as it is needed.

The pronunciation of Serbo-Croatian does not involve any great difficulties. This, of course, does not mean that you can use English sounds in Serbo-Croatian words and expect to be understood. But you will find that many of the sounds are sufficiently similar to your own so that you will have practically no difficulty with them. However, there are a few Serbo-Croatian sounds that are different from anything in English. For that reason it is necessary for you to listen carefully and try hard to imitate your Guide. If you do this and follow the *Hints on Pronunciation* which will be given to you from time to time, you will be able to pronounce Serbo-Croatian so that you can be readily understood.

The written forms of the words serves as an aid to your listening and helps you recall the pronunciation as you have heard it from your Guide. Always try to remember a word as you *heard it said*, not as you saw it written.

The following table shows you how the various Serbo-Croatian *vowel* sounds are written in our spelling, gives you a brief description of each sound, and then gives you a few words as examples. Read the description first, and then listen to the way your Guide (or the speaker on the records) says the examples, and repeat after him.

Pronunciation Practices

Use the same procedure with the following practices that you did with the *Basic Sentences* from which they were selected. Go through them three times, twice with the book open and once with the book closed.

Try to get a clear impression of the sound and try to make your pronunciation as much like that of the Guide or phonograph record as you can.

PRACTICE 1

Record 2B, after first spiral.

LETTER	SIMILAR TO ENGLISH	SERBO-CROATIAN EXAMPLES
i	ee in <i>beet</i>	ȳ-di-te 'go! nè-ko-li-ko 'some'
li	ee in <i>need</i>	vli 'you' lri 'three'
e	e in <i>bet</i>	jè-ste 'yes' dè-set 'ten'
ee	e in <i>bed</i>	nà-preed 'straight ahead' šèest 'six'
u	oo in <i>root</i>	jù-tro 'morning' krùm-pii-ra 'potatoes'
uu	u in <i>rude</i>	ȳ-duu-ti 'coming' slùu-žen 'served' ruù-ča-ti 'to lunch'
o	ough in <i>bought</i>	vò-dee 'of water' dò-bro 'good'
oo	oa in <i>broad</i>	nòoć 'night' oòv-dje 'here'
a	o in <i>hot</i>	zdrà-vo 'hello' kà-ko 'how'
aa	a in <i>fairer</i>	dàan 'day' dȳ-naa-raa 'of dinars'

The double vowels are the same as the single ones except that they are *longer*. Be very careful to pay particular attention to *long vowels which do not have any accent marks*. To the ordinary English ear these sound as if they were accented or stressed, whereas they are really just a little longer. This may confuse

PRACTICE 2

Record 2B, after second spiral.

3i-bii-caa	of matches
di-naa-raa	of dinars
na-preed	straight ahead

Be very careful to pronounce all vowel sounds clearly whether they are accented or unaccented. In English unaccented vowels are not usually as clear-cut as accented ones. For example, notice the difference between the *i* of *bit* and the *i* of *habit* or *rabbit*. The *i* in *bit* is accented, while that of *habit* or *rabbit* isn't. In Serbo-Croatian the vowels are nearly always the same whether they are accented or not. Be careful to *always* pronounce *i* like the *e* in *me* and *ii* the same but longer, *e* like *e* in *met*, etc. Never pronounce *e* or *a* as the *a* in *may*. Pay close attention to your Guide or the records. Always remember that you are learning to *speak* Serbo-

A General Hint on Pronunciation

It is important for you to remember that making any speech sound or combination of sounds is a habit. You are in the habit of making certain sounds in English. Serbo-Croatian speakers have a different set of speech

you and make you think you are hearing an accent on a different syllable than the one which is marked as accented. Watch your *Aids to Listening* carefully, and you will soon learn to hear correctly without them. Here are some examples of long unaccented vowels to practice now:

Croatian and that the important thing for you is the voice of your Guide or that of the records.

Although most of the *consonant* sounds will give you little or no trouble, here is a short list of some which are represented by letters which are unfamiliar to you or have different uses than in English:

j	y in <i>yes</i>
dj	j in <i>jeep</i>
c	ts in <i>cats</i>
ć	ch in <i>cheap</i>
č	ch in <i>archer</i>
š	sh in <i>sheep</i>
ž	z in <i>azure</i>

habits. Whenever anything is difficult for you to imitate, it is because you're not in the habit of making a particular sound or combination of sounds. *Constant imitation* is the best way to form new speech habits.

3. Check Yourself

Did you go through the *Useful Words and Phrases* at least twice in unison and at least once more individually?

Did you apply what you learned about the vowel and consonant sounds in *Hints on Pronunciation*?

Did you follow the pronunciation you heard even when it was different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Serbo-Croatian?

If you have failed at any point to carry out the instructions, go over the *Useful Words and Phrases* once again as soon as you can, being careful to follow every step in the procedure outlined.

SECTION C—REVIEW OF USEFUL WORDS AND PHRASES

If your group has time for outside assignments, sections marked *Individual Study* may be done between

meetings of the group. Otherwise use them as independent study during a group meeting.

1. Covering the English (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the English. Read the Serbo-Croatian aloud. Keep your voice down if you are working with the rest of the group. Follow your Guide's pronunciation as nearly as you can remember, and test yourself to see if you can recall the meaning of each

word and phrase. Check the expressions you are not sure about, and after you have gone through the whole list, uncover the English and find their meaning. Repeat this procedure at least three times or until you are satisfied that you know every expression.

2. Review of Useful Words and Phrases

To the Group Leader: Read again for your information the numbered suggestions just preceding *Useful Words and Phrases* on page 3. Your Guide has been directed in his manual to pay particular attention to the correct pronunciation of the sounds. He may ask members of the group to repeat words or phrases a good many times in an effort to get a pronunciation that is more nearly correct. See that they listen closely, that they repeat promptly and loud enough so that everyone can hear them, and that they imitate the Guide to the last detail.

Go through the *Useful Words and Phrases* in Sections A and B twice. The first time have the members of the group repeat individually after the Guide with books open. The second time, have them close their books. The Guide will give each Serbo-Croatian expression twice as before. Let the students take turns giving the English equivalent the first time they hear the Guide speak the Serbo-Croatian and repeating the Serbo-Croatian as usual the second time. This will help them to check on the meaning of all Serbo-Croatian expressions in *Useful Words and Phrases*.

Go back to the *Useful Words and Phrases* in Sections A and B. The first time you go through the list, take turns repeating the Serbo-Croatian after the Guide. Keep your book open, and get all the help you can from the spelling. Pay particular attention to what you have learned about the pronunciation of the vowels. Make every effort to satisfy your Guide with your pronunciation.

The second time you go through the list, check up on the meaning of the Serbo-Croatian. Keep your books closed and take turns giving the English equivalent the first time you hear the Serbo-Croatian expression and repeating the Serbo-Croatian as usual the second time. If you have any trouble with the English, you should find time for more individual study of the *Useful Words and Phrases*, covering the English and checking up on the meaning when you read the Serbo-Croatian.

SECTION D---LISTENING IN

To the Group Leader: The conversations which appear in this section will be read to the group by the Guide or played on the phonograph records. English equivalents are omitted from the *Listening In* material so that students can get practice in understanding spoken Serbo-Croatian which uses the vocabulary they know. Meaning therefore, is to be emphasized.

The first time you go through the conversations, have the Guide repeat a conversation, if necessary, to help clear up meaning, before you go on to the next conversation. If you have no Guide, lift the needle of the phonograph at the end of each conversation and let the students discuss the meaning of any sentences that are not understood.

Go through the conversations a second time without stopping. Pay about equal attention to pronunciation and meaning.

Finally, assign parts and have the students read the conversations. Give everyone a chance. Suggest that the actors actually take the parts, stand up and move around, sit at a table in the restaurant, stand behind the counter in the store, etc. Keep it moving. Get everyone to speak up! Take a part yourself.

Keep your book closed while the Guide reads the following conversation and repeat after him in unison. If you have no Guide, you should use the phonograph records, repeating the Serbo-Croatian immediately after you hear it. At the end of each conversation take time out to check up on the meaning of what you have

heard and said. Ask someone in the group to give you the English equivalent of any expression you do not understand. If necessary, go back to the *Useful Words and Phrases* to find the meaning. Many of the words and the expressions you have had in *Useful Words and Phrases* occur in the following conversations.

1. Asking for Information

Record 2B, after third spiral.

- John: *Dò-bar dāan.*
Gospodin Rosić: *Dò-bar dāan, kà-ko ste?*
John: *Dò-bro, hvað-la, kà-ko vti?*
Gospodin Rosić: *I jaa sam dò-bro, hvað-la.*
John: *I-zv̌-ni-te,*
gdjè (gdè) je žè-lje-znič-kaa (žè-le-znič-kaa) stà-ni-ca?
Gospodin Rosić: *Žè-lje-znič-kaa (žè-le-znič-kaa) stà-ni-ca je nà de-sno.*
John: *I-zv̌-ni-te, mò-liim.*
Jàa v̌as nera-zù-mi-jem (ra-zù-meem).

- Gospodin Rosić: *Stà-ni-ca je nà de-sno.*
Ra-zù-mi-je-te (ra-zù-mee-te) li vti mè-ne?
John: *Nè, mò-liim vas ne go-vò-ri-te tà-ko bř-vo.*
Gospodin Rosić: *I-zv̌-ni-te.*
Žè-lje-znič-kaa (žè-le-znič-kaa) stà-ni-ca je tà-mo, nà de-sno.
John: *Jàa ra-zù-mi-jem (ra-zù-meem).*
Hvað-la, zbd-gom.
Gospodin Rosić: *Mò-liim, zbd-gom.*

2. Getting something to eat

Record 2B, after fourth spiral.

- John: *I-zv̌-ni-te, gdjè (gdè) je hò-teel?*
Gospodin Rosić: *Hò-teel je oòv-dje (oòv-de) nà-preed.*
John: *Hvað-la, i mò-liim vas, gdjè (gdè) je go-sti-ð-ni-ca?*
Jàa žè-liim jè-sti.

- Gospodin Rosić: *Tà-mo je, nà li-je-vo (lee-vo)*
John: *Hvað-la, zbd-gom.*
Gospodin Rosić: *Zbd-gom.*

3. John goes into the restaurant

Record 3A, beginning.

Waiter: *Dò-bro vè-čeer, štà vti èè-lit-tel*

John: *Dò-bro vè-čeer.
Mò-liim vas, mēe-sa i krūm-pii-ra.*

Waiter: *I-zvì-ni-te, štà èè-lit-te pì-ti, kà-fu i-li
èaj?*

John: *Mò-liim, èà-šù mli-jé-ka (mleé-ka).*

Waiter: *Hvad-la. Žè-lit-te li vti hljè-ba (hlè-ba)?*

John: *Jè-ste, hvuú-lu, i mò-liim vas èà-šù
vò-dee.*

Waiter: *Dò-bro.*

(After John has finished eating he says to the waiter:)

John: *Kò-li-ko tdo stò-jii?*

Waiter: *Tdo stò-jii dè-vel dī-naa-raa.
(John gives him the money.)*

Waiter: *Hvaá-la.*

John: *Mò-liim vas, dàaj-te mi ci-ga-reé-taa i
š-bii-cao.*

Waiter: *Dò-bro. Oòv-dje (oòv-de) je.*

John: *Hvad-la, là-ku ndot.*

Waiter: *Là-ku ndot.*

4. John meets his friend Steve

Record 3A, after first spiral.

John: *Zdrà-vo.*

Steve: *Zdrà-vo, kà-ko vti?*

John: *Dò-bro, hvad-la.*

(Steve is just learning Serbo-Croatian. He sees a train
and asks John:)

Steve: *Kà-ko se tdo zò-vee št-p-ski?*

John: *I-zvì-ni-te, štà ste kad-za-li?*

Steve (pointing to the train): *Kà-ko se 'train' zò-vee št-p-
ski?*

John: *Òo, sàd vas ra-zù-mi-jem (ra-zù-meem).
I'do je vdoz.*

5. John tests his friend Jack on numerals

Record 3A, after second spiral.

John: Gð-vo-rii-te li vti hr-vaat-ski?
 Jack: Jè-ste.
 John: Dð-bro. U kð-li-ko sad-tii vðoz dð-la-zii?
 Jack: U èè-ti: sàa-la.
 John: U kð-li-ko sad-tii pð-èi-njee kit-no?
 Jack: U sè-dam sad-tii.
 Sàd je šèest i trè-de-sct.
 John: Kð-li-ko je tri i dvàa?

Jack: Tri i dvàa je pèet.
 John: Dð-bro. Kð-li-ko je dè-set i jè-dan?
 Jack: Je-dà-najst.
 John: Kð-li-ko je ð-sam i èè-tir?
 Jack: Dvad-najst.
 John: Šlà ste vti kad-za-li?
 Jack: Dvad-najst.
 John: Dð-bro.

6. John drives a bargain

Record 3A, after third spiral.

John: Dð-bro jil-tro.
 Kð-li-ko tòd slð-jii?
 Storekeeper: Je-dà-najst di-naa-raa.
 John: Òo, tòd je skuù-pol
 Storekeeper: Òo, nè, nè, tòd je jèf-ti-no.
 John: Nè. Hvad-la, zbd-gom.
 Storekeeper: Dàaj-te mi dè-vel di-naa-raa.

John: Nè.
 Storekeeper: Ò-sam di-naa-raa.
 John: Dð-bro, obv-dje (obv-de) je ð-sam di-naa-raa.
 Storekeeper: Hvad-la.
 John: Hvad-la, zbd-gom.

[D]

Is there any expression in any of these conversations that you do not understand now? If there is, find the meaning of it or ask other members of your group before you proceed. If no one knows, refer to the *Useful Words and Phrases*.

Go through the conversations once more following the same plan as before. Imitate carefully and be sure to keep in mind the English equivalent of everything you are saying in Serbo-Croatian.

Finally go through the conversations again but this time take turns. The Group Leader will assign parts and the exercise is to continue at least until everyone has had a chance to speak one of the parts. Keep this going as long as you have time. When your turn comes, speak clearly and with enthusiasm. Put yourself in the situation and let yourself go. If the Guide asks you to repeat, do so until he is satisfied with your pronunciation.

SECTION E--CONVERSATION

1. Covering the Serbo-Croatian (Individual Study)

Go back to the *Useful Words and Phrases* in Sections A and B. Cover up the Serbo-Croatian. Read the English silently and test yourself to see if you can speak the Serbo-Croatian for each word and phrase. Check the expressions you are uncertain about and after you have gone through the whole list, uncover the Serbo-Croatian and review them. Go through the list

once more and continue for at least three times or until you can give the Serbo-Croatian readily for all the expressions. To make sure of this, pick out expressions at random and see if you can speak the Serbo-Croatian quickly. Speak the Serbo-Croatian aloud and try to imitate your Guide's pronunciation as well as you can remember it.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Useful Words and Phrases* in Sections A and B. Read to the group the English equivalent of the Serbo-Croatian expressions. Call on different students (not in any fixed order) asking for the correct Serbo-Croatian for the English.

For instance, say to A, "How do you say: 'Where's a restaurant?' in Serbo-Croatian?" The students are to respond with their books closed. The Guide will indicate whenever he hears a Serbo-Croatian expression that is wrong, or, if there is no Guide, the other members of the group will indicate that they do not agree. Immediately ask someone else to give the expression correctly. Any group member who has difficulty in giving the correct Serbo-Croatian should be told to review the *Useful Words and Phrases* thoroughly before the next meeting of the group. Do not spend any time talking about the *why* of the Serbo-Croatian, stick to the *how*.

There are two *precautions* which the Group Leader must observe in all exercises of this sort and in the conversation practice throughout the course. Be sure that everyone understands them. They are as follows:

1. Every Serbo-Croatian expression must be given smoothly and completely before the student's performance can be considered satisfactory. If there is an error in the first attempt, ask the student to give the expression over again in complete form. If he fumbles too badly, turn to someone else.
2. Everyone must speak loud enough, so that all can hear. Every student should be encouraged to call out "Louder, please!" if he can't hear. Check on this occasionally by pointing to the student who is listening to someone else's Serbo-Croatian, and ask "What did he say?"

If you do not observe these precautions, much time and effort may be wasted in group meetings.

In order to fix in your mind the expressions you will need in the conversations of the following section, check yourself on your ability to speak the Serbo-Croatian you have learned. By now you should not have to grope for it. The Group Leader will ask you to supply in turn the Serbo-Croatian expressions for the English equivalents which he reads from the *Useful Words and Phrases*. If you have done a thorough job of

recalling the Serbo-Croatian when you are looking only at the English equivalents, as suggested in 1, you will have no difficulty in responding promptly and smoothly when you hear the English. Your Guide will let you know if your Serbo-Croatian expressions are not correct. If you have no Guide, the members of the group should be ready to correct faulty expressions.

3. Conversation

To the Group Leader: This section represents the real purpose of the entire unit. The course is intended to teach you to speak Serbo-Croatian and to understand it when you hear it spoken. Any members of the group who have special difficulty recalling the Serbo-Croatian words and phrases they need to express a meaning should be told to do more work with the *Useful Words and Phrases*. They need, in particular, more practice in covering the Serbo-Croatian and recalling it when they read the English. Practice in getting the meaning of the *Listening In* records will also help. Arrangements should be made for students to play and listen to the records whenever they can between meetings of the group.

Then turn to the outlined conversations which follow. Assign parts and ask the students to act them out. Vary the situations and suggest to the students that they vary the Serbo-Croatian slightly as they gain confidence in listening and trying to understand the Serbo-Croatian that is being spoken.

In this section you are going to have your first chance to engage in conversation in Serbo-Croatian. This is the most useful part of the entire unit. The Group Leader

will assign parts and will ask you to take turns in pairs, carrying on the following conversations. The two persons who are talking together should stand up and

act out their parts, speaking as smoothly and naturally as possible. Make it real and get some fun out of it. The Guide will help you if your Serbo-Croatian is wrong or if your pronunciation is bad. The Group Leader will prompt you if you are not sure what comes next in your part.

Throw yourself into your conversations. Do the best you can with pronunciation and with the Serbo-

Croatian, but don't worry too much about mistakes. Think more of acting your part and speaking smoothly and as though you mean what you are saying. If there is a Guide, he will help you correct your errors. If you can do this work well, it means that you are actually conversing in Serbo-Croatian, and that is your chief aim in this course.

1. Getting directions

A approaches a stranger, B, and asks him for information:

1. A apologizes for speaking to B and asks him where there is (a) a restaurant (b) a railroad station or (c) a hotel.
2. B gives A directions (a) to the right (b) to the left or (c) straight ahead.
3. A apologizes again, explains that he does not understand, and asks B if he will please not speak so fast.
4. B repeats slowly and clearly and asks A if he understands.
5. A says that he does understand and thanks B.
6. B says that A is welcome.
7. A again thanks B and says goodbye.
8. B says goodbye.

2. At a restaurant

C sits down at a table in a restaurant and is waited on by D:

1. D says (a) good day or (b) good evening to C and asks how C is.
2. C says he is well, thanks, and asks after D's health.
3. D is also well and asks what C wants.
4. C orders a meal—meat, potatoes, bread, water, milk, coffee—whatever he would like.
5. After eating, C asks how much it costs.
6. D tells C that it is ten dinars.
7. C pays, saying here it is.
8. D thanks C.
9. C says goodbye to D.
10. D says goodbye to C.

3. Catching a Train

A is trying to catch a train. He approaches B:

1. A asks B where the railroad station is.
2. B replies that it's on the left.
3. A thanks him and asks what time the train leaves.

If it is so desired, particularly when the group is too large to give everybody a chance to participate in the conversation, the exercise may be continued for a

4. B says the train arrives at 4:30 and leaves at 5:00.
5. A thanks him.

longer time. It is also a good practice to give people who are having difficulties a second trial.

SECTION F—CONVERSATION (Cont.)

To the Group Leader: You can tell from the work that you did on conversation in Section E, whether or not the group needs to spend more time in preparing for successful conversation. If necessary, spend the first part of this section in individual study, having members of the group say the Serbo-Croatian of the *Useful Words and Phrases* when they have the English expressions covered. Check up on their vocabulary as in Section E. Then continue the work with conversation which you started in Section E.

In this section you are to continue taking part in conversation. If the work didn't go well in Section E, take time to go through the *Useful Words and Phrases* again with the English covered and to give the Serbo-Croatian of the English expressions as your Group Leader asks for it.

Put everything you can into the conversations. Act your part; don't hesitate to talk for fear of making a mistake. You'll make plenty of mistakes at first, but the important thing is to practice talking. You can't correct an error until you have made it.

Try out your Serbo-Croatian whenever you get a chance. Don't wait for meetings of the group to practice what you have learned. Pair off between meetings and see what you can do with Serbo-Croatian greetings and conversation. When you are alone, run over the list of Serbo-Croatian expressions you know. Review them in your mind. Try saying them. See how much you can improve your pronunciation and control of the language in whatever time you can find between meetings of the group. Make this a regular practice throughout the course.

FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit. It is for reference only, but you should know all of these before going on to the next unit.

<i>brt-zo</i>	брзо	fast	<i>go-sli-d-ni-ca</i>	гостиница	restaurant
<i>èd-šu</i>	чапу	glass	<i>gò-vo-rii-te li vii?</i>	говорите ли ви?	do you speak?
<i>èdj</i>	чај	tea			
<i>èd-tir, èd-li-ri</i>	четир, четирин	four	<i>go-vò-ri-tel</i>	говорите!	speak!
<i>ci-ga-reè-taa</i>	цигарета	of cigarettes	<i>hljè-ba (hlè-ba)</i>	хљеба (хлеба)	bread
<i>ddan</i>	дан	day	<i>hò-teel</i>	хотел	hotel
<i>ddaj-te</i>	дајте	give!	<i>hr-vaat-ski</i>	хрватски	Croatian
<i>dè-set</i>	десет	ten	<i>hvað-la</i>	хвала	thanks, thank you
<i>nà de-si:o</i>	на десно	to the right	<i>i</i>	и	and, also
<i>dè-vel</i>	девет	nine	<i>ì-di-tel</i>	идите!	go!
<i>dì-naa-raa</i>	динара	of dinars	<i>ì-li</i>	или	or
<i>dd-bar, dd-bro</i>	добар, добро	good	<i>i-zvì-ni-tel</i>	извините!	excuse (me)!
<i>dd-la-zii</i>	долазн	comes			
<i>ddàa</i>	два	two	<i>jàa</i>	ја	I
<i>dvad-najst</i>	дванајет	twelve	<i>je</i>	је	is
<i>èn-glee-ski</i>	енглески	English	<i>jè-dan</i>	један	one
<i>gdjè (gdè)</i>	где (где)	where	<i>je-dd-najst</i>	једанајет	eleven
<i>go-spò-din</i>	господин	Mr.	<i>jèf-li-no</i>	јефтино	cheap
<i>gò-spo-dja</i>	госпођа	Mrs.	<i>jè-sle</i>	јесте	yes
<i>gò-spo-dji-ca</i>	госпођица	Miss	<i>jè-sti</i>	јестн	to eat
			<i>jù-tro</i>	јутро	morning

<i>kà-fu</i>	кафу	coffee	<i>pèet</i>	пет	five
<i>kà-ko</i>	како	how?	<i>pì-li</i>	пити	to drink
<i>kad-za-li</i>	казали	having said	<i>pò-čì-njee</i>	почиње	begins
<i>vi ste kad-za-li</i>	ви сте казали	you said	<i>ra-zù-mi-jem</i>	разумијете	I understand
<i>kil-no</i>	кино	movie theater	<i>(ra-zù-meem)</i>	<i>(разумем)</i>	
<i>kò-li-ko</i>	колико	how much?, how many?	<i>ra-zù-mi-je-le</i>	разумијете	you understand
		of potatoes	<i>(ra-zù-mee-le)</i>	<i>(разумете)</i>	
<i>kruim-pii-ra</i>	крумпир				
<i>là-ku nòč</i>	лаку ноћ	good night	<i>sda-la</i>	сата	of an hour
<i>li</i>	ли	(question particle)	<i>sad-lìi</i>	сати	of hours
<i>nà li-je-vo (lee-vo)</i>	на лијево (на лево)	to the left	<i>sad</i>	сад	now
			<i>sam</i>	сам	I am
<i>mèe-sa</i>	меса	of meat	<i>sè-dam</i>	седам	seven
<i>mè-ne</i>	мене	me	<i>skuil-po</i>	скуп	expensive
<i>mi</i>	ми	to me	<i>stp-ski</i>	српски	Serbian
<i>mli-jè-ka (mleč-ka)</i>	млијека (млека)	of milk	<i>stà-ni-ca</i>	станица	station
<i>md-liim</i>	молим	I beg, please!	<i>ste</i>	сте	you are
			<i>stò-jii</i>	стоји	it costs
<i>nà-preed</i>	напред	straight ahead	<i>šdest</i>	шест	six
<i>nè</i>	не	no, not	<i>šì-bii-caa</i>	шибица	of matches
<i>nùè-niik</i>	нужник	toilet	<i>šid</i>	шта	what?
<i>òd-la-zii</i>	одлази	leaves	<i>là-ko</i>	тако	so, thus
<i>òbu-dje (òbu-de)</i>	овђе (овде)	here	<i>là-mo</i>	тамо	there
<i>òcam</i>	осам	eight	<i>lò</i>	то	that

<i>lri</i>	три	three	<i>zbd-gom</i>	збогом	good-bye
<i>lri-de-sel</i>	тридесет	thirty	<i>zdrd-vo</i>	здрво	hello (to an acquaintance)
<i>u</i>	у	at	<i>se zd-vee</i>	се зове	is called, is named
<i>vdas, vas</i>	вао	you	<i>žd-liim</i>	жelim	I want, I wish
<i>vd-žeer</i>	вечер	evening	<i>žd-lii-te</i>	желито	you want, you wish
<i>vi</i>	ви	you	<i>žd-lje-znič-kaa</i>	жељезничка	pertaining to a rail-
<i>vd-dee</i>	воде	of water	(<i>žd-le-znič-kaa</i>)	(жељезничка)	road (used with such words as <i>stani-ca</i>)
<i>vd-lii-le</i>	волите	you like, you want			
<i>vdos</i>	воз	train			

UNIT 2

MEETING PEOPLE

SECTION A—BASIC SENTENCES

To the Group Leader: Adopt the following steps as standard practice in conducting this course:

1. Before each meeting of the group, be sure to read carefully and get clearly in mind the instructions covering those sections of a unit which you expect to take up in the group meeting.
2. Before each group meeting, see that the Guide is available with his *Upuća za Upravljača* or that phonograph and records are ready.
3. Have the members of the group read together the instructions that precede each piece of work they are to do before they begin it. Let one member of the group read these instructions aloud while the others follow the reading in their books.
4. Take time, following the reading of all instructions, to make sure that everyone understands exactly what he is to do.

In Section A of Unit 2 follow the same procedure as that outlined for *Useful Words and Phrases* of Section A in Unit 1. Go through the *Basic Sentences* once with everyone repeating in unison after the Guide or phonograph record. Then take up the *Hints on Pronunciation* which follow. Come back to the *Basic Sentences* and go through them once more, with repetitions in unison after the Guide. Pay particular attention to those items of pronunciation you have been working on. Finally, go through the *Basic Sentences* a third time with individual repetition. The Guide will call for as many repetitions as may be necessary to get a pronunciation that sounds to him like Serbo-Croatian.

Be sure to keep in mind the meaning of the Serbo-

Croatian. As you listen to the Serbo-Croatian, keep your eye on the *Aids to Listening*. This will help you imitate accurately the sounds you are hearing. Repeat each word and phrase loudly and clearly right after you hear it.

The *Basic Sentences* are set up as conversations so that you may hear and speak the Serbo-Croatian as you would hear and speak it if you were talking with Serbo-Croatian people.

Although numerous characters are introduced in these *Basic Sentences*, it is not important for you to try to keep in mind just who they are or their relationship to one another. You are concerned rather with what they say and *how* they say it.

Record 3B, beginning.

1. Basic Sentences

John and his wife meet a Mr. Jovich in Yugoslavia and have a friendly chat.

ENGLISH EQUIVALENT	AIDS TO LISTENING	CONVENTIONAL CYRILLIC SPELLING
are you Excuse me, are you Mr. Jovich?	John jèste li <i>Izvinite, jèste li vi Gospòdin Jòvich?</i>	јесте ли Извините, јесте ли ви Господин Јовић?
my name Yes, my name is Jovich.	Mr. Jovich mòje ime <i>Jèste, mòje ime je Jòvich.</i>	моје име Јесте, моје име је Јовић.
an American I'm an American.	John Amerikàdnac <i>Jàa sam Amerikàdnac.</i>	Американац Ја сам Американац.
from America Oh, you're from America?	Mr. Jovich iz Amèrikee <i>Àa, vi ste iz Amèrikee?</i>	из Америке А, ви сте из Америке?
from where you come Where do you come from?	dàakle dòlaziite <i>Òdaakle vi dòlaziite?</i>	одакле долазите Одакле ви долазите?
I come I come from New York.	John dòlaziim <i>Dòlaziim iz Nju Jorka.</i>	долазим Долазим из Нев Јорка.

you know
my parents
Do you know my parents?
father's name
John
My father's name is John Delich.

Why of course!
I know him
very
I know him very well.
he
How is he?

He's fine, thank you.
he sent greetings
He sent you his best.

your mother
And how's your mother?

she too
She's fine too, thank you.

*pdznaate
mdje rdditelje
Pdznaate li mdje rdditelje?
dčevo ime
Jovan
Dčevo ime je Jovan Delich.*

*Mr. Jovich
Pa dabbmel
pdznaam ga
vrlo
Pdznaam ga vrlo ddbro.*

*don
Kako je don?
John
Don je ddbro, hvala.*

*don je pdzdravio
Don vas je pdzdravio.
Mr. Jovich
vaša mdajka
A kako je vaša mdajka?*

*John
i dna
I dna je ddbro, hvala.*

познато
моје родитеље
Познатели моје родитеље?
очево име
Јован
Очево име је Јован Делић.

Па дабоме!
познам га
врло
Познам га врло добро.
он
Како је он?

Он је добро, хвала.
он је поздравио
Он вас је поздравио.

ваша мајка
А како је ваша мајка?

и она
И она је добро, хвала.

may I present
to you
my wife
May I present my wife.

*da prèstaviim
vam
mòju sùprugu
Da vam prèstaviim mòju sùprugu.*

да преставим
вам
моју супругу
Да вам преставим моју супругу.

Record 4A, beginning.

pleasing
madam!
(I'm) pleased [to meet you], madam.

*Mr. Jovich
dràgo
gòspodjo
Dràgo mi je, gòspodjo.*

драго
госпођо
Драго ми је, госпођо.

sorrowful
my wife
doesn't know
I'm sorry, my wife doesn't know
Serbian well.

*John
žào
mòja sùpruga
nè znaa
Žào mi je, mòja sùpruga nè znaa
srpski dǒbro.*

жао
моја супруга
не зна
Жао ми је, моја супруга не зна
српски добро.

you do (or work)
in Serbia
What are you doing here in Serbia?

*Mr. Jovich
ràadiite
u Srbiji
Šta vi ràadiite oòvdje (oòvde) u
Srbiji?*

радите
у Србији
Шта ви радите овђе (овде) Србији?

we're learning
We're learning Serbian.

*John
učiimo
Učiimo srpski.*

учимо
Учимо српски.

already
You can already speak Serbian very well.

Do you understand me without any trouble ('well')?

I talk
too fast
Am I talking too fast?

a little slower
Yes, please speak a little slower.

you live
in Belgrade
Where are you staying here in Belgrade?

we live
in the hotel
We're living in the Hotel Palace.

Mr. Jovich
vêê
Vi vêê govoriite srpski vrlo dđbro.

Jêli vi razumijete (razumeele) mène dđbro?

Ja govoriim
suviše brzo
Govoriim li ja suviše brzo?

John
malo spđrijee
Jeste, molim govđrite malo spđrijee!

Mr. Jovich
Žitvite
u Beđgradu
Gđjê (gdê) : i žitvite ođvdje (ođvde) u Beđgradu?

John
mi žitvimo
u hoteêlu
Mi žitvimo u Hoteêlu Pâlas.

vêh
Ви већ говорите српски врло добро.

Јели ви разумијете (разумете) мене добро?

ја говорим
сувише брзо
Говорим ли ја сувише брзо?

мало спорије
Јесте, молим говорите мало спорије.

живите
у београду
Гђе (где) ви живите овђе (овде) у Београду?

ми живимо
у хотелу
Ми живимо у Хотелу Палао.

you're going
now
Where are you going now?

Mr. Jovich
ideele
sàda
Gdjè (gdè) ideele sàda?

идете
сада
Где (где) идете сада?

my husband
we're going
to the movie
My husband and I are going to the
movie.

Mrs. John
mđoj sùprug
ideemo
u kino
Mđoj sùprug i ja ideemo u kino.

мој сунруг
идемо
у кино
Мој сунруг и ја идемо у кино.

Record 4B, beginning.

can' you?
to go
with us
Can you go with us?

mđele li vii?
içi
snàma
Mđele li vi içi snàma?

можете ли ви?
ићи
с'нама
Можете ли ви ићи с'нама?

we will go
all together
We'll all go together.

içi ċemo
svì skùpa
Içi ċemo svì skùpa.

ићи ћемо
сви скупа
Ићи ћемо сви скупа.

I would love it
Yes, I'd love it, thank you.

Mr. Jovich
ja bi lđo vòlio
Jeste, ja bi lđo vòlio, hvala.

ја би то волио
Јесте, ја би то волио, хвала.

'The word 'can' is accidentally repeated twice on the record.

I believe
that
today
good picture

Good; I believe there's a good picture today.

who
Who is Mr. Delich?
He's an American.

with whom
he's talking
Who's he talking to?

with Mr. Jovich
He's talking with Mr. Jovich.

he knows
his parents
He knows his parents.

they
they live
in America
They live in America.

[A-2]

John

vjèrujem (vèrujem)
da
danas
dobra slika

Dobro, vjèrujem (vèrujem) da je
danas dobra slika.

ko
Ko je Gospòdin Dèliiç?
On je Amerikanaç.

sklim
don gðvorii
Sklim don gðvoriii?

sa Gospòdinom Jobviç
Don gðvorii sa Gospòdinom Jobviç.

don pðznaa
njègove rðditelje
Don pðznaa njègove rðditelje.

oni
oni živee
u Amèrici
Oni živee u Amèrici.

vjèrujem (verujem)
da
danao
dobra slika

Добро, вјерујем (верујем) да је
данас добра слика.

ко
Ко је Господин Делић?
Он је Американац.

с'ким
он говори
С'ким он говори?

са Господином Јовић
Он говори са Господином Јовић.

он позна
његове родитеље
Он позна његове родитеље.

они
они живе
у Америци
Они живе у Америци.

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

To the Group Leader: Follow the same procedure as for the *Hints on Pronunciation* of Unit 1. Have the group read and discuss the explanations, and then go through the *Practices* with the Guide or phonograph record.

It is very probable that your Guide, in pronouncing words for you to mimic, will often pronounce them one way when he says them very slowly, and a little differently when he says them quite fast. Don't be disturbed, for that is quite natural. Try to imitate him when he speaks rather fast, rather than when he is "on his good behaviour", because the faster way is the way people usually talk.

Review of Vowel Sounds. Make sure you can pronounce accurately the Serbo-Croatian vowel sounds, both short and double, which were discussed in the preceding unit. If you are in doubt as to the sound of any vowel, remember it, listen for that vowel sound and

make a special effort to imitate it well the next time you go through the *Basic Sentences*.

Accent on vowel sounds. Serbo-Croatian has two kinds of accents or stresses. The first is weaker at the beginning and grows stronger in stress. It also rises in tone or pitch. This we call the 'rising stress' and indicate by ('). The other begins with a strong stress and high in tone and grows weaker and lower in tone. This we call the 'falling stress' and indicate by (˘). These two stresses are most easily heard when there is a stress on a double vowel. If a double vowel has a rising stress, (') is put on the second vowel. If it has a falling stress, (˘) is put on the first vowel. Listen carefully to these examples:

PRACTICE 1

Record 4B, after first spiral.

hvađa
žitvite
kiľno
ođvđje
kadzali

thanks
you live
movie
here
to say

Now listen to these:

PRACTICE 2

Record 4B, after second spiral.

dān

day

ti

you

tri

three

mājka

mother

pēt

five

Short falls, that is, single vowels with [˘] over them, are very common. Short rises are rather rare but be very careful in listening to your Guide or to the records when you find a single vowel with [˘] over it. You may

notice that a short rise seems longer than a short fall. This will help you to distinguish them. Here are some examples of short falls:

PRACTICE 3

Record 4B, after third spiral.

vēčer

evening

gospōdin

Mr.

dīnaarāa

of dinars

dēsēt

ten

You have had one short rise. Another example is added here:

PRACTICE 4

Record 5A, beginning.

mlījēka

of milk

sēlo

village

Consonants. Here are some general hints on pronouncing Serbo-Croatian consonant sounds. They are

to help you imitate, not to take the place of careful listening.

You must be careful to pronounce correctly certain groups of consonants. This is particularly true of combinations with *j*. Many of these will not bother you. For example, *vjèrujem* begins like English *view*. Others may cause you trouble when they are in certain places in words, especially at the beginning. You have had

PRACTICE 5

Record 5A, after first spiral.

hljèba
èèljejničkaa
ròditélje
pòèinjee
njègove

of bread
of the railroad
parents
begins
his

Be sure that you pronounce *lj* and *nj* together. Always say *èè-ljejničkaa*, never *èèl-jejničkaa*, *pòèi-njee*, never *pòèin-jee*.

If you are uncertain about any of the points of pronunciation which have been discussed, ask your Guide to repeat the words and phrases with which you are having trouble, and try to improve your pronunciation. Remember that these notes are only approximate and are at best an imperfect description of the sounds.

When you are satisfied that you can pronounce

such groups as *lj* and *nj* which sound a little strange. *lj* is an *l* made where you make *j* (English *y*) and followed by a *j*. *nj* is made about the same place as *lj* and sounds like some English pronunciations of *new* ("nyew") but with a stronger "y" sound. Here are some examples of these sounds:

fairly well all the sounds, go through the *Basic Sentences* once more in unison and with your book open. As you repeat after your Guide, keep your eye on the *Aids to Listening* and note in particular the examples of the sounds discussed. Do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the *Basic Sentences* again, this time taking turns. Keep your book closed, listen carefully to your Guide and make sure that your pronunciation satisfies him.

3. Check Yourself

Did you go through the *Basic Sentences* at least twice with your book open and then at least once with your book closed?

Did you repeat each word and phrase immediately after hearing it in a loud, clear voice?

Did you follow the pronunciation you heard even if it seemed different from that shown in your book?

Did you keep in mind the meaning of each word and phrase as you heard and spoke the Serbo-Croatian?

If your Guide asked you to repeat, did you do so with enthusiasm and as many times as necessary until he was satisfied with what you were saying?

Are you satisfied that you can pronounce the Serbo-Croatian vowels you have had?

SECTION B—WORD STUDY

1. Word Study (Individual Study)

If your group has time for outside assignments, do the *Word Study* between meetings of the group. Otherwise make it independent study in the group meeting.

In this section we take up some of the words and expressions you have just learned and examine them to see how the language is built. First read the words and expressions in each list and make sure that you

understand the meaning of the Serbo-Croatian. Then read the comment which follows each list. This should make clear to you just how the words function and how they are put together. If there are any points that are not clear to you, make note of them and ask other members of the group about them. Follow the same procedure with each list and each comment.

A. VERBS

Serbo-Croatian, like English, has nouns, pronouns, verbs, adjectives and particles. In this lesson we wish to show you how some of the verb forms are used. Remember that *knowing* a verb form does not do any good unless you *practice* this form. In this section (and

other *Word Study* sections) you are told what the forms are and how they correspond to English, but the important thing is for you to use these forms in practicing the *Basic Sentences*, *Listening In*, etc., where the words are in actual use as in normal daily life.

1. GŌVORIIM li jàa sùvišee brtzo?
DŌLAZIIM iz Nèv Jorka
jàa vaas RAZŪMIJEM
PŌZNAAM ga vflo dōbro
da iam PRĒSTAVIIM mòđu sùprugu

am I speaking too fast?
I come from New York
I understand you
I know him very well
may I present my wife

don GÒVORII sa gospodinom Jovčić
 don PÒZNAA njègove ròditelje
 u kòliko suditi vòz DÒLAZII?
 tdo STÒJII dèset dìnaraa
 kàko se tdo ZÒVEE srpski?
 ÛCIIMO srpski
 mdoj sùprug i jaà IDEEMO u kinò
 tti ĆEMO sa skùpa
 mti ŽIÍVIIMO u hotelu
 ddaakle vi DÒLAZIITE?
 gdjè vi ŽIÍVIITE obvdjel
 vi vèè GÒVORIITE srpski
 RAZÙMIJETE li vi mène?

As you study these examples you notice that the words for 'I speak', 'I come', 'I understand', 'I know' and 'I present' all end in *-m*. Those with 'he' as 'he knows' or with a noun before the verb as in 'the train arrives' end in a vowel (*gòvorii*, *pòznaa*, *zòvee*). Those with 'we' end in *-mo* and those with 'you' in *-te*. Serbo-Croatian verbs differ from English verbs in several important respects. In English the word 'speak' does not by itself tell you who's speaking. We have to say

<u>dòlazim</u>	I'm coming
<u>dòlazii</u>	he (she or it)'s coming
<u>dòlazite</u>	you're coming

he's speaking with Mr. Jovlich
 he knows his parents
 what time does the train arrive?
 that cost ten dinars
 how is that called in Serbian?
 we're studying Serbian
 my husband and I are going to the movie
 we'll all go together
 we're living in the hotel
 where do you come from?
 where are you living here?
 you already speak Serbian
 do you understand me?

'I speak' or 'you speak' or 'we speak', etc. But we say 'he speaks' with an added *-s*. The *-s* on the end of *speaks* shows that it goes with a singular noun or with he, she or it. In Serbo-Croatian you do not have a word which just means 'speak', but every form must have an ending such as the *-s* on *speaks* or the *-ing* on *speaking*. We have just observed several of these endings in our examples. Here are the forms you have had of two of the verbs in the examples:

<u>žitvimo</u>	<u>we live</u>
<u>žitvite</u>	<u>you live</u>

Notice that the vowels (*ii*) at the end of the word meaning 'he's coming' are the same as those before the

<i>dòlaziim</i>	I'm coming
<i>dòlasiì</i>	he (she or it)'s coming
<i>DÒLAZIIMO</i>	we're coming
<i>dòlaziile</i>	you're coming

You may do this with nearly all the verbs you've had. Notice that a Serbo-Croatian verb form may sometimes be translated by a phrase like 'I'm coming' and sometimes like 'I come'. Never use the Serbo-

2. *IDITE* nà desno
GOVÒRITE mào spòrijee
IZVÌINITE
DÌAJTE mi čašu vòdee

Here are also forms ending in *-le*, as did the forms for 'you'. In the cases where these are used, however, you are not speaking of what the other person is doing as 'you're coming', 'you're going', etc., but you are telling the other person what to do 'go!', 'speak!', etc. These forms we call *imperatives*. Notice that though they end in *-le*, the rest of the word is different from that meaning

3. *jàa SAM* Amerikadnac
dòn JE Amerikadnac
mòje ime JE Jòvič
ti STE iz Amèrikee

endings (*-m*, *-mo*, *-le*). You may easily fill out the blanks in the above verb groups from each other.

<i>ŽIIVIIM</i>	I live
<i>ŽIIVII</i>	he lives
<i>žilviimo</i>	we live
<i>žilviile</i>	you live

Croatian word for 'am' (*sam*) for such a phrase as 'I'm coming'. This whole phrase is said in one word in Serbo-Croatian, *dòlaziim*.

go to the right
 speak a little slower
 excuse (me)
 give me a glass of water

'you're going', etc. You have *idele* 'you're going' but *idile* 'go!', *govòrite* 'you're speaking' but *govòrite* 'speak!'. Notice that *govòrite* has the accent (´) in a different place and has only one *i* after *v*. Be sure to pronounce these carefully. If you copy your Guide or the records, you won't confuse them. Listen especially for the difference between *i* and *ii* in these words.

I'm an American
 he's an American
 my name's Jovich
 you're from America

Here we have the words for 'I am', *sam*, 'he (she or it) is', *je*, and 'you are', *ste*. We have *-m* for the 'I' form and *-te* for the 'you' form, but we have an *a* in *sam* which is not found in the other forms. The *je* 'is' is as different from *sam* as 'is' is from 'am'. The 'we' form is regular, and you may make it by adding *-mo* to the *s-* of the *ste* form: *smo* 'we are'. Notice that these words do not have any accents but are pronounced together

B. PREPOSITIONS

Words like *in*, *to*, *from*, *at* we call 'prepositions'. In Serbo-Croatian they are always found before other words, usually nouns.

vi ste IZ Amerikee
dolazim IZ Nju Jorka
gdje vi živate U Beogradu?
mi živimo U hotelu
ideemo U kino
U koliko sati?
on govori SA Gospodinom Jović.
Idite NA desno

It is important to notice that a Serbo-Croatian preposition such as *u* does not correspond to any one English preposition. It means 'in', 'into', 'at', etc., depending on how it is used. You also see that the words after the prepositions have different endings in

with the words which precede them. Verbs as irregular as this one are rare, but when you meet them you must learn each form separately. The English verb is the same way: 'I am', 'you are', 'he is', etc., in contrast to 'I see', 'you see', 'he sees', etc. Do not be afraid of 'irregular' or 'special' verb forms. If you learn them in your sentences and use them, you will not have any difficulty.

you're from America
 I come from New York
 Where are you staying in Belgrade?
 We're living in the hotel
 We're going to the movie.
 at what time?
 he's talking with Mr. Jovich
 go to the right

AmerikEE, iz Nju JorkA, u BeogradU, u kinO. These endings will be explained in future units. As long as you repeat the groups of words as you are given them, you will have the right ending.

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Read aloud several times the examples given you in the *Word Study*. Then cover the English and see if you

know the meaning of every item. Repeat the operation until you are sure that you know every expression. As a

final test, cover the Serbo-Croatian and see if you can speak out the Serbo-Croatian expressions by simply

looking at the English. Skip about and test yourself thoroughly.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences* with your Guide or the phonograph record. Go through them as many times as you can, taking turns repeating the Serbo-Croatian individually. Try it with books closed and see how you get along without the help of the

Aids to Listening. Always keep in mind the meaning of the Serbo-Croatian you are hearing and speaking. As you go through the *Basic Sentences* be on the lookout for examples of the points in *Word Study* you have just covered.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences* with your Guide or the phonograph record. For the detailed procedure to be followed read again the instructions

given above for the review of the first half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Here is your chance to find out just how well you have learned the meaning of the Serbo-Croatian expressions you have had up to this point. Go back to the *Basic Sentences* in Section A and cover the English. Read the Serbo-Croatian aloud and see whether you can supply the English equivalents of the words and

phrases. Mark those you are not sure about and after reading the list through, uncover the English and look up their meaning. Cover the English again and repeat the procedure until you can go through the entire list giving all the meanings without difficulty.

3. Word Study Review (Individual Study)

Below is an exercise which will drill you on what you have learned in the *Word Study*. Work through this exercise carefully, doing what is asked for and trying to

pronounce the words and phrases as you think your Guide would say them. Do not write anything in your book or elsewhere. If you cannot do the exercise

rapidly, review the *Word Study*. Be prepared to give the correct expressions when the Group Leader calls on you for then.

In Column I are the pronouns for 'I, you, he, she, we'. Column II has short sentences with no subject pronouns. Make a sentence of each of these, using the correct pronoun from Column I. For example, if you had *dòlaziim iz Nèw Jorka* in Column II, you would choose *jàa* from Column I and say *jàa dòlaziim iz Nèw Jorka*.

Column I

jàa
vi
odn
ona
mi

Column II

èlèimo jèsti
ne rasùmije mène ili vadš
dòlaziimo iz Čikadga
vòlii rìi u kitno
mòraate ddmah rìi
se xòveem Mòarko Kràljević
njèga smadtraate kao dijète
ima kèder i slina
vas nìlsam vido vèè dùgo

Did you remember that any verb form you may use *don* 'he' with, you may also use *ona* 'she' with?

4. What Would You Say?

For each of the following situations two or more Serbo-Croatian expressions are given. Read all the expressions aloud and check the one you think best fits each situation. Be sure you know why the other

choices are not suitable. At the next meeting of the group you will be asked to say what you have chosen and you will have a chance to test your answers. Do not write anything down.

1. You meet a person and he asks you where you're from. He says:
 - a. *Gdjè ideete sàda?*
 - b. *A kàko je vòša mðajka?*
 - c. *Òdaakle vi dòlaziite?*
2. You say you're from America:
 - a. *Jàa sam iz Àmerikee.*

- b. *Dòlaziim iz Nèw Jorka.*
- c. *Mi žitvimo u Hoteèlu Pòlas.*

3. You want to introduce your wife to him:
 - a. *Sklim don gðvori?*
 - b. *Mòžete li vi rìi snàma?*
 - c. *Da vam prèstavlim mòju sùprugu.*

4. You apologize for her not knowing much Serbo-Croatian.

a. *Molim gouvrite malo srpskije.*

b. *Žao mi je, moja supruga ne zna srpski.*

c. *Moj suprug i ja ideemo u kino.*

5. You tell him you and your wife are learning Serbian.

a. *Mi učimo u Hotelu Palas.*

b. *Vi već govorite srpski vrlo dobro.*

c. *Mi učimo srpski.*

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: Read the English describing the situations in *What Would You Say?* of Section C, and call on different students, not in any fixed order, to speak the Serbo-Croatian which the situation calls for. Encourage the students to give the Serbo-Croatian, if they can, without reading it from their books. Then ask different members of the group to give the meaning in English of the different Serbo-Croatian expressions listed for each situation.

Go back to the last exercise in the preceding section. The Group Leader will ask different members of the group to speak the Serbo-Croatian to be used in each of the situations given. Other members of the group will

criticize the choices made if they do not agree with them. The Group Leader will also ask for the English equivalents of all the other expressions offered as choices, taking turns around the group.

2. Word Study Check-Up

To the Group Leader: As a check on the students' understanding of the *Word Study*, read the English equivalent of the Serbo-Croatian expressions given before each comment. Call on different students, not in any fixed order, to give the correct Serbo-Croatian for the English. For instance, say to A:

"How do you say 'at what time' in Serbo-Croatian?"

and so on. The Guide will indicate whenever he hears a Serbo-Croatian expression that is wrong. If there is no Guide, the other members of the group will signal that they do not agree. Immediately ask someone else to give the right answer. Any member of the group who has difficulty in giving the correct Serbo-Croatian should be told to review the *Word Study* thoroughly before the next meeting of the group. Do not take time in this exercise to talk about the *why*. Stick to the *how*.

As a final exercise, call for the answers to the exercises in *Word Study Review*. In Section C. 3. The Guide will indicate when he hears a wrong Serbo-Croatian form, and when the correct form has been obtained, he will repeat it for the student until he is satisfied with the student's pronunciation. If in doubt see the back of the Guide's Manual.

The Group Leader will ask different members of the group to give the correct Serbo-Croatian for the English equivalents of the expressions you studied in the *Word Study*. If you give the wrong answer, the Guide will let you know; or, if there is no Guide, the other members of the group will indicate that they think your answer is wrong. The Group Leader will then immediately call

on someone else for the right answer. If you have difficulty in giving the correct Serbo-Croatian, review the *Word Study* thoroughly.

As a final check the Group Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C.3), and the Guide or other members of the group will correct you, if you don't pronounce well.

3. Listening In

To the Group Leader: Re-read the note *To the Group Leader* in Section D of Unit 1. Follow the same procedure as outlined there. The first time you go through the conversations, check up on the meaning at the end of each conversation. Then go through all of them a second time without stopping. Finally assign parts and have the students read the conversations. Get them to do a little acting if you can. Encourage them to speak loudly and clearly and to get into the spirit of the situation.

Keep your book closed while the Guide reads the following conversation and repeat after him in unison. If you have no Guide, you should use the phonograph records, repeating the Serbo-Croatian immediately after you hear it. At the end of each conversation take time out to check up on the meaning of any word or phrase about which you are in doubt. Ask some other member of the group to give you the English equivalent

or in case no one knows, go back to the *Basic Sentences* of this unit and make sure that you understand everything before you proceed any further. Go through the conversations a second time, repeating after the Guide individually. Then take parts in the conversation. This exercise contains almost all the new words you have learned in this unit.

1. Jack, an American, talks with Helen, a girl he has recently met in Yugoslavia.

Record 5A, after second spiral.

Helen: *Izvinite, jeste li vi Gospodin Djuric?*

Jack: *Nè, mòje ime je Jack Johnson.*

Helen: *Jeste li vi iz Amerikee?*

Jack: *Jeste, ja dolazim iz Amerikee.*

Helen: *Šta vi raadiite ovdje (ovde)?*

Jack: *Učim srpski.*

Helen: *Vii vèet znadte srpski dobro.*

Jack: *Imadla.*

Helen: Gdjè (gdè) vi žitvite sàda?

Jack: Žitvīm u hoteēlu Pīlas, obūdje (obūde) u Beđgradu.

Helen: Jè li gostiōnica u hoteēlu?

Jack: Jèste, gostiōnica je u hoteēlu.

Helen: A jèlikīno u hoteēlu?

Jack: Jèste, i pōčinjee u dvā sàata.

Helen: Pōznaate li mōje rōditelje u Amērici?

Ōčevo ime je Jobvić.

Ōni žitvee u Čikađgu.

Jack: Pa dabōme, jā pōznaam vāše rōditelje vřlo dōbro.

Helen: Kāko su ōni?

Jack: Ōni su vřlo dōbro.

Helen: Gđvori li vāša sūpruga sřpski?

Jack: Žāo mi je, mōja sūpruga ne gđvori sřpski.

Helen: Kāko īdo?

Jack: Ōna je iz Amērikee i gđvori ēngleeski.

Helen: Jēli vi razūmijete (razūmeete) mēne dōbro?

Jack: Vi gđvoriite mālō brřzo.

Helen: Žēliite li mālō spōrijee?

Jack: Jèste, mōliim gōvōrite mālō spōrijee!

Helen: Dōbro. Šīd vi rādiite sàda?

Jack: Mōja sūpruga ī jā īdeemo u kinō u trī sàata. Mōžete li vi īēi srāma?

Helen: Mōžem īēi u ēēliri sàata.

Jack: Vřlo dōbro. īēi ēemo sř skūpa u ēēliri sàata. Zbōgom.

Helen: Zbōgom.

2. George is interviewing a young Serblan (sřbln).

Record 5A, after third spiral.

George: Dōbar dāan.

Srbln: Dōbar dāan gospodine.

George: Kāko se zōveete?

Srbln: Mōje ime je Mīrko Jobvić.

George: Ōdaakle ste vi, mōliim vas?

Srbln: Jā sam iz Beđgrada.

George: Znaēte li vi gdjè (gdè) su vāš ōlac i vāša māajka?

Srbln: Nē znaam. Vjērujem (vērujem) da su ōni u Sřbiji.

George: Kāko se zōvee vāš ōlac?

Srbln: Ōčevo ime je Pētar Jobvić.

SECTION E—CONVERSATION

1. Covering the Serbo-Croatian of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* of this unit. Cover up the Serbo-Croatian. Read the English silently and test yourself to see how many words and phrases you can say in Serbo-Croatian. Check the words you are uncertain about and after you have gone through the

whole list, uncover the Serbo-Croatian and review them. Go through the list once more and continue for at least three times or until you can give the Serbo-Croatian readily for all the expressions.

2. Vocabulary Check-Up

To the Group Leader: Go to the *Basic Sentences*. Read to the group the English equivalents of Serbo-Croatian expressions. Call on different students, not in any fixed order, asking for the correct Serbo-Croatian for the English. This check-up is to be conducted in the same way as the *Vocabulary Check-Up* of Section E.2 of Unit 1. If you have any question about the proper procedure, review the note to *To the Group Leader* in that section. Remember not to spend any time talking about the *why* of the Serbo-Croatian; stick to the *how*.

Before you begin the conversation, check yourself on your ability to speak the Serbo-Croatian you have learned up to this point. As in the *Vocabulary Check-Up* of Unit 1, the Group Leader will ask you to supply in turn the Serbo-Croatian expressions for the English equivalents which he reads from the *Basic Sentences*. Figure out how to say the Serbo-Croatian for each

English phrase or sentence whether it is your turn to speak or not. Only in this way can you get the most value out of the *Check-Up*. If there is much of the Serbo-Croatian which you don't know, review the *Basic Sentences* at the first opportunity outside of the group meeting.

3. Conversation

To the Group Leader: Read the following directions with the class. After going through the outlined conversations, encourage the students to strike out for themselves. Spend all the time you can on free conversation practice in an effort to get to the point where students can speak easily and smoothly with a minimum of *ums* and *ers*.

The Group Leader will assign parts and will ask you to reproduce the conversational situations which follow.

Act your part. Don't be afraid to vary the conversation if you are sure of your Serbo-Croatian and use the

Serbo-Croatian you have learned in Unit 1 as well as that of Unit 2. Continue this practice until everyone

can speak any part of the conversations even though slight changes in the situations are introduced.

1. *You meet Miss Jovich on the street and exchange greetings with her:*

1. She says how do you do and asks how you are.
2. You say how do you do, you're fine, thanks, how are she and her mother?
3. She says they're fine, thanks, and asks where you're going.

4. You say you're going to the movies.

5. She asks who you are going with?

6. You say you're going with Mr. Janko; does she know him?

7. She says no, she doesn't believe she knows him.

2. *The policeman who arrested you for going through a red light has taken you to the police station. There you are questioned:*

Who are you?—Say you're an American.

What's your name?—Give your real name.

Where do you come from?—Tell the officer the name of your home town.

Where are you living now?—Tell him Belgrade (or Zagreb).

When you can do these conversations rapidly and without hesitation, strike out for yourself and initiate a conversation. Try to use as many as possible of the phrases you have learned in this unit. But do not waste time attempting to say things not found in this unit.

Where do you live here?—Tell him the _____ (giving the name) Hotel.

What are you doing?—Say you're learning Serbian (or Croatian).

Your possibilities are limited here, but as you go on through this manual, they will become ever larger and you soon will be able to talk at length about many different things.

SECTION F—CONVERSATION (Cont.)

Continue the conversations started in Section E. If necessary to make the conversations smoother and more successful, review Section E.1 and 2.

FINDER LIST

This is a complete alphabetical list of all the words and expressions used in this unit which are in any way new or unusual. From now on we shall not repeat words which have been drilled sufficiently in previous units. This list is for reference only, but you should know all these before going on to the next unit.

In this list new verbs are now given in the form you have learned means 'he, she, or it (does so-and-so)'. Any other form not explained in your *Word Study* is also included.

a	a	and, but	u hotelu	у хотелу	in the hotel
Amerikadnac	Американац	an American	i	и	also
iz Amërikee	из Америке	from America	rti	ићи	to go
u Amërici	у Америци	in America	idee	иде	he's going
u Bedgradu	у Београду	in Belgrade	ime	име	name
emo	емо	we will	iz	из	from
da	да	that	jeste li	јесте ли	are you?
danas	данас	today	Jovan	Јован	John
dobra	добра	good (before such words as <i>slika</i>)	u kino	у кино	to the movie
drago	драго	pleasing (as in <i>drago mi ji</i>)	ko	ко	who?
			majka	мајка	mother
			malo	мало	little
ga	га	him	mi	ми	to me
sa gospodinom	са господином	with Mr. (so-and-so, giving the name)	mi	ми	we
			moj	мој	my (before words like <i>sùrug</i>)
gospodjo	госпођо	Madam!	maja	моја	my (before words like <i>maja</i>)
govori	говори	he's speaking			

<i>mǝju</i>	mojy	my (before words like <i>sǝprugu</i>)	<i>rǝditelje</i> <i>sǝda</i>	родитеље сада	parents now (the same as <i>sǝd</i>)
<i>mǝje</i>	moje	my (before words like <i>ime</i> , <i>rǝditelje</i>)	<i>skǝim</i> <i>skǝpa</i> <i>slika</i>	ским скупа слика	with whom? together picture
<i>mǝže</i>	može	he can, he's able	<i>snǝma</i>	снама	with us
<i>nǝǝgove</i>	његове	his (before such words as <i>rǝditelje</i>)	<i>spǝrijee</i> <i>sǝprug</i> <i>sǝpruga</i> <i>sǝprugu</i>	спорије супруг супруга супругу	slower husband wife (the same but used in different positions)
<i>ǝtevo</i>	очево	father's (before such words as <i>ime</i>)	<i>u sǝrbiji</i> <i>sǝvišee</i> <i>sǝ</i>	у србији сувише сви	in Serbia too much, too all
<i>ǝdaakle</i> <i>ǝna</i> <i>ǝni</i> <i>ǝn</i>	одакле она они он	from where? she they he	<i>u</i>	у	in, into, to (de- pending on the form following)
<i>pa dǝǝme</i> <i>je pǝǝdravio</i> <i>pǝǝnaa</i>	па дабоме је поздравно позна	certainly, of course (he) sent greetings he's acquainted with, he knows (a person)	<i>ǝǝii</i> <i>vǝm</i> <i>vǝša</i>	учи вам ваша	he's learning to you
<i>da pǝǝslavim</i> <i>rǝadii</i>	да преставим ради	may I present he works, is doing	<i>vǝǝ</i> <i>vǝǝruje</i>	већ вјерује	your (before such words as <i>maǝǝka</i>) already he believes

<i>bi vɔlio</i>	би волио	I would like	<i>ɛdo</i>	жао	sorrowful (in such
<i>vɔlio</i>	врло	very			a combination as
<i>znɔda</i>	зна	he knows	<i>ɛilvii</i>	живи	<i>ɛdo mi je</i>)
<i>nɛ znɔa</i>	не зна	he doesn't	<i>ɛilvee</i>	живе	he lives
		know (this			they live
		is usually			
		written as			
		one word:			
		<i>nɛznɔa</i>)			

UNIT 3

WHAT'S YOUR TRADE

SECTION A—BASIC SENTENCES

To the Group Leader: Read carefully the note *To the Group Leader* preceding Section A of Unit 2. Then go through the *Basic Sentences* once, and take up the *Hints on Pronunciation*. Go through the *Basic Sentences* at least twice more individually, paying especial attention to pronunciation.

Go through the *Basic Sentences*, in unison, in the same way you did for Section A of the preceding unit. Be sure to put plenty of life into your repetition of the sentences. After you have gone through the *Basic Sentences* once in unison and have done the *Hints on*

Pronunciation, come back to the *Basic Sentences*. Pay particular attention to the points of pronunciation you have just been working on and go through the sentences at least twice more individually.

1. Basic Sentences

Record 5B, beginning.

Two Yugoslavs, Adam and Branko, meet for the first time in many years and discuss their jobs and families.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL CYRILLIC SPELLING
	Adam	
with what you occupy yourself	čim se zaniimate	чим се занимае
What's your job now, Branko?	Čim se vi sada zaniimate, Branko?	Чим се ви сада занимае, Бранко?
	Branko	
waiter	kðnobaar	конобар
I'm a waiter.	Jaa sam kðnobaar.	Ја сам конобар.

still
barber
Are you still a barber?

Yes, I'm a barber.

your son
And your son?

my son
student
My son's a student.

he must
(to) be
big fellow
He must be a big fellow by now.

but
him
I consider
as
child
Yes, but I still think of him as a
child.

jòš
brilca
Jèste li vi jòš brilca?

Adam
Jèste, jàa san: brilca.

Branko
vòš stin
A vòš stin?

Adam
mòoj stin
djàak
Mòoj stin je djàak.

Branko
mòoraa
biti
vèlikii momak
Oon vèl mòoraa biti vèlikii mòmak.

Adam
àli
njèga
smàatraam
kàa
dijéte (dèéte)
Jèste, àli jàa njèga smàatraam jòš
kao dijéte (dèéte).

još
брица
Јесте ли ви још брица?

Јесте, ја сам брица.

ваш син
А ваш син?

мој син
ђак
Мој син је ђак.

мора
бити
велики момак
Он већ мора бити велики момак.

али
њег
сматрам
као
дијете (дете)
Јесте, али ја њег сматрам још као
дијете (дете).

of sons
Do you have any sons?

sinoovaa
Dà lí vli imaale sinoovaa?

синова
Да ли ви имате синова?

of a son
Yes, I have three sons.

Branko
slina
Jeste, ja imam tri slina.

сина
Јесте, ја имам три сина.

they
What do they do?

Adam
dni
Šta dni raadee?

они
Шта они раде?

doctor
One's a doctor.

Branko
hječniik (ldečniik)
Jedan je hječniik (ldečniik).

лијечник (лечник)
Један је лијечник (лечник)

second
soldier
The second's a soldier.

drugii
vđjniik
Drugii je vđjniik.

други
војник
Други је војник.

third
What does the third do?

Adam
trètii
Šta trètii raadii?

трети
Шта трети ради?

Record 6A, beginning.

tailor
The thirđ's a tailor.

Branko
krđjaat
Trètii je krđjaat.

кројач
Трети је кројач.

I haven't seen
your brother
for a long time
I haven't seen your brother for a
long time; what's he doing now?

my brother
shoemaker
My brother's a shoemaker.

it seems to me
one son
It seems to me he has a son.

his son
clerk
in the bank
Yes, his son's a clerk in the bank.

father
What's your father do?

Adam
niisam video
vãšega brãta
dũgo
Niisam video vãšega brãta vèè dũgo;
štà don sãda ràadii?

Branko
mđoj brãt
cipèlaar
Mđoj brãt je cipèlaar.

Adam
mèni se èinii
jèdnooga slina
Mèni se èinii da don imaa jèdnooga
slina.

Branko
slin mu
pisaar
u bãnci
Jèste, slin mu je pisaar u bãnci.

Adam
òtac
Čim se vãš òtac zãniimaa?

нисам видео
вашега брата
дуго
Нисам видео вашега брата већ
дуго; шта он сада ради?

мој брат
ципелар
Мој брат је ципелар.

мени се чини
једнога сина
Мени се чини да он има једнога
сина.

син му
писар
у банци
Јесте, син му је писар у банци.

отац
Чим се ваш отац занима?

was
He was a doctor
first
like my first son,
any more
but he doesn't work any more

daughter
also
Do you have a daughter, too?

my daughter
in the hospital
nurse
Yes, my daughter's a nurse in the
hospital.

married
My daughter's married.

her husband
engineer
Her husband's an engineer.

Branko
je bio
On je bio liječnik (lječnik)

prvi
kao i moj prvi sin,
više
ali on više ne radi

Adam
kćer
takodjer
Imate li vi i kćer takodjer?

Branko
moja kći
u bolnici
bolničarka
Jest, moja kći je u bolnici kao
bolničarka.

Adam
udata.
Moja kći je udata.

njen muž
inžinir
Njen muž je inžinir.

je bio
On je bio liječnik (лечник).

први
Као и мој први син
више
али он више не ради.

кћер
такођер?
Имате ли ви и кћер такођер?

моја кћи
у болници
болничарка
Јест, моја кћи је у болници као
болничарка.

удата
Моја кћи је удата.

њен муж
инжинир
Њен муж је инжинир.

Record 6B, beginning.

paid
Is he well paid?

he earns
money
Yes, he earns good money.

engineers
they are
paid
Engineers are well paid.

I really should
to work
[Well], excuse me, but I really
should go to work now.
Goodbye.

Immediately
I have to go right now, too.

we've met
again
I'm glad we met again.

Branko
plàaten
Jè li don ddbro plàaten?

Adam
slùužii
ndvac
Jèst, don slùužii ddbar ndvac.
inžiniri
su
plàateni
Inžiniri su ddbro plàateni.

Branko
jàa bi morao
radditi
Izwinite, ali jàa bi morao sàda tci
radditi.
Zbdgom.

Adam
odmah
I jaa mdoraam odmah tci.

Branko
smo se sastali
dpeet
Dràago mi je dà smo se dpeet sastali.

плаћен
Je ли он добро плаћен?

служи
новац
Јест, он служи добар новац.

инжинири
су
плаћени
Инжинири су добро плаћени.

ја би морао
радити
Извините, али ја би морао сада
ићи радити.
Збогом.

одмах
И ја морам одмах ићи.

смо се састали
опет
Драго ми је да смо се опет састали.

come! sometime at me that we may converse Come over to my place sometime so we can talk a little.	<i>Adam</i> dòdǎjite nèkad kòd mene da se razgovàraamo Dòdǎjite nèkad kòd mene da se mǎlo razgovàraamo.	дођите некад код мене да се разговарамо Дођите некад код мене да се мало разговарамо.
to of seeing See you later!	do vidjeñja Do vidjeñja!	до виђења До виђења!
Good, so long!	<i>Branko</i> Dòbro, do vidjeñja!	Добро, до виђења!

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

To the Group Leader: Follow the same procedure as for the *Hints on Pronunciation* of Unit 1. Have the group read and discuss the explanations, and then go through the *Practices* with the Guide or phonograph record.

1. Serbo-Croatian h.

If you have been using the phonograph records, you have probably noticed that the *h* sound is different from the English *h* sound as in *hole, have, hot*, etc. To make this sound place your tongue as if you were going to pronounce *k* as in *king* but instead of pressing it hard against the back of your mouth and then letting

it go suddenly as you do for *k*, leave it there pressing lightly and let a little air through. It will sound as if you are clearing your throat. This is the sound which is usually represented by *h* as you find it on the records. Here are some examples:

PRACTICE 1

Record 6B, after first spiral.

hòteel
hvaðla
hljèba
òdmah

hotel
thanks
of bread
immediately

Notice that Serbo-Croatian *h* is found and is pronounced at the end of words.

This pronunciation of *h* is not found all over Yugoslavia, and your Guide may or may not use it (if you are working with a Guide). He may use a sound more

like English *h*, a stronger *h* of the type spoken on the records, or he may leave it out altogether! Sometimes a *v* is used in place of *h*. Always follow your Guide's pronunciation if you have one.

2. Consonant Groups.

Although most of the consonants in Serbo-Croatian are familiar to you, you are perhaps finding difficulty with some of the ways consonants are grouped together. You can easily pronounce *g* (our *g* as in *good*) and *đ* (almost like our *j* as in *jeep*), but the word *gdjè* looks a little strange. Do not be afraid of these unusual (to you) combinations as pronouncing them is merely a

matter of habit. You are not in the habit of pronouncing this group. Try saying *g*, then *đ*, then one right after the other: *g-đ-g-đ-g-đ*. Now say *g-dje*, *g-dje*, *g-dje* faster and faster. You'll find you're saying *gdjè* just as you should. Do this with each group which seems strange to you. Here are a few groups which may have bothered you (*gdj-*, *hlj-*, *zdr-*, *ml-*, and *zb-*):

PRACTICE 2

Record 6B, after second spiral.

gdjè
hljèba
zdràvo
zdràavlje

where
of bread
hello
health

mljêka
mlâd
zbdgom
zbd

of milk
young
good-bye
assembly

Now go through the *Basic Sentences* once more individually and with your book open. As you repeat after your Guide, keep your eyes on the *Aids to Listening* and note in particular the examples of the sounds discussed. Again do not hesitate to ask your Guide to repeat if you are uncertain about any sound.

Finally, go through the *Basic Sentences* at least once again individually. Keep your book closed, listen carefully to your Guide and make sure that your pronunciation satisfies him.

SECTION B—WORD STUDY

1. Word Study (Individual Study)

As in Section B.1 of Unit 2, read the words and expressions in each list and make sure that you understand the meaning of the Serbo-Croatian. Then read

the comments which follow each list. When you have finished the *Word Study* ask other members of the group about points which are not clear to you.

A. PRONOUNS

Group 1

JAA sam kdnobaar
JAA ddazim
razumijete li vi MENE?
drdago MI je
daajte MI ddsu vdee
MENI se dnii

I'm a waiter
I'm coming
do you understand me?
it's pleasing to me
give me a glass of water
it seems to me

3-B}

Group 2

VII govorište srpski
 VII ste iz Amerikee
 jda VLAS razumijem
 molim VAS
 da VAM predstavim moju suprugu

Group 3

DON je dobro plaćen
 jda NJEGA smatraam kao dijete
 poznaam GA
 sin MU je pisar

In Group 1 the emphasized words all refer to the person who is speaking, 'I', 'me', 'to me', etc. We put them into one group for this reason. The first form, *jda*, is used as we use 'I', as in 'I'm a waiter', 'I'm coming'. The second form, *mene*, is used like 'me' in such sentences as 'he hit me', 'do you understand me?'. The third form, *mi*, is used like English 'to me, for me' or the 'me' in 'give me'. Notice that in English you say 'give me a book' but 'give it to me'. Serbo-Croatian uses the same form, *mi*. Our last example, *meni*, is simply a longer form of *mi* and is usually used for emphasis, 'it seems to me'. There is a corresponding short form of *mene*, so you have *me*, *mene*; *mi*, *meni*.

In Group 2 we have the corresponding forms of 'you'. The word *ti* is used like *jda*, that is, in such sentences as 'you are', 'you know', 'you speak' etc. We have *vas* (short form *vas*) corresponding to *mene* and used in

you speak Serbian
 you're from America
 I understand you
 I beg you
 may I present (to you) my wife

he's well paid
 I consider him a child
 I know him
 his son's a clerk

the same way, for example after a verb as in 'I understand you'. In English you use the same form for 'you' in 'you understand me' and 'I understand you', but in Serbo-Croatian you have two different forms, just as you do for 'I' and 'me'. Our last form in this group, *vam* (which has a longer form *vama*) corresponds to *meni*, *mi* and means 'to you, for you' or 'you' as in 'I gave you a book'.

Our third group of forms is now very easy to group with the others. *don* is 'he', *njega* and *ga* are 'him' and *mu* (which has a long form *njemu*; compare *njega*, *ga*) is 'to him'. Our last sentence is really 'the son to him is a clerk'. We may now group all our forms together. Forms we haven't had but which we've learned in this discussion by comparison with other forms are emphasized.

	Group 1
Form 1	<i>jàa</i> I
Form 2	<i>mène, ME</i> me
Form 3	<i>mèni, mi</i> to me

	Group 2
	<i>vi</i> you
	<i>vàs, vas</i> you
	<i>VÀMA, vam</i> to you

	Group 3
	<i>don</i> he
	<i>njèga, ga</i> him
	<i>NJÈMU, mu</i> to him

These 'forms' have names which we may use as convenient labels. Form 1 is called 'nominative', Form 2 'accusative' and Form 3 'dative'. These forms are known as 'cases', so we speak of *jàa* as being in the 'nominative case', *mène* as being 'accusative' or in the 'accusative case', etc.

These pronouns are often referred to as 'personal' pronouns. Group 1 pronouns are those of the 'first person', Group 2 those of the 'second person' and Group 3 those of the 'third person'. The 'first person' pronouns refer to the person speaking (I, we), the 'second person' ones to the person spoken to (you) and the 'third person' ones to those spoken about (he, she, it, they).

B. NOUNS

Group 1

mđoj SÌIN je DJÀAK
mđoj BRÂT je CIPÊLAAR
SÌIN mu je PÌSAAR
nìtsam video vâšega BRÂTA
don imaa jèdnooga SÌINA

my son's a student
 my brother's a shoemaker
 his son's a clerk
 I haven't seen your brother
 he has one son

Group 2

mđja KĆII je u bólnici
ìmaate li vi KĆÊER

my daughter's in the hospital
 do you have a daughter?

Group 3

mđja SÛPRUGA nê znaa štpski
da vam prèstaviim mđju SÛPRUGU

my wife doesn't know Serbian
 may I present my wife

Group 4

u kòliko sadtìi pòtinjee KIINO?
ìdeemo u KIINO

what time does the movie begin?
 we're going to the movie

In Group 1 the words *stin*, *dždak*, *čipèlaar*, *bràt*, and *pišaar* correspond to the pronoun *don* 'he'. You could say 'he's a student,' 'he's a shoemaker', 'he's a clerk'. In other words, these nouns are all in what we have called the 'nominative case'. Notice that they all end in consonants, *n*, *k*, *r*, and *t*. The words *bràla* and *stina* correspond to *ga* or *njega* 'him', as 'I haven't seen him' and are therefore in the 'accusative case'. They both end in *-a* which we may call the 'accusative ending' for these nouns.

In Group 2 we have the forms *kèti* and *kèder*, one corresponding to 'she' ('she's in the hospital') and the other to 'her' ('do you have her?'). So we recognize *kèti* as nominative and *kèder* as accusative. This noun is a rather special one.

In Group 3 we have a form ending in *-a* (*sùpruga*) and one in *-u* (*sùprugu*). The form in *-a* may be replaced by 'she' ('she doesn't know') and so is nominative. The form in *-u* may be replaced by 'her' ('may I present her') and so is accusative.

In Group 4 both our forms are the same and end in *-o*, *kišno*. If you use 'he' and 'him' in place of *kišno* you see that you again have nominative and accusative. In other words, the nominative and accusative of this noun are the same (compare English 'it').

We have now found four different kinds of nouns. The first group usually ends in a consonant in the nominative and often refers to men or male things (*bràt*, *stin*, *pišaar*). We call these nouns 'masculine'

(abbreviated *masc.* or *m.*). The second and third groups refer frequently to women or female things (*kèti*, *màajka*, *sùpruga*) and are called 'feminine' (abbreviated *fem.* or *f.*). There are two kinds of feminine nouns, those in the *kèti* group (which we call feminine *-i* nouns, the reason for which we shall see later) and those in the *sùpruga* group (feminine *-a* nouns). The fourth group is called 'neuter' and usually ends in *-o* in the nominative (and accusative). The nouns in this group are often the names of things (*kišno*). The abbreviation is *neut.* or *n.* Our four groups are then:

	<i>m.</i>	<i>f.-i</i>	<i>f.-a</i>	<i>n.</i>
Nom.	<i>bràt</i>	<i>kèti</i>	<i>sùpruga</i>	<i>kišno</i>
Acc.	<i>bràla</i>	<i>kèder</i>	<i>sùprugu</i>	<i>kišno</i>

(Note: in testing any form to decide what case it's in, don't forget that English *me*, *her*, *him* may correspond to a Serbo-Croatian *dative* as well as accusative, as in 'give me (her, him) a drink of water'. Here the Serbo-Croatian would have the dative. Contrast 'give him to me' where *him* would be accusative in Serbo-Croatian and the *to me* dative.)

Notice that in our examples we often have words before the noun like *my*, *your*, etc. As we noticed that masculine nouns like *stin* and *bràt* end in consonants, we notice now that the form of *my* ends in a consonant before both *stin* and *bràt*, that is, you say *màaj stin* and *màaj bràt*. On the other hand you say *màaj maaajka*, *màaj sùpruga*, where the word for *my* has the vowel *-a*

just as *mɔɔʃka* and *sɪpruga*. But you also say *mɔɔʃa kɛɪ*. So we see that though *kɛɪ* and *mɔɔʃka* belong to different groups, that is, have different endings, they

are alike in regard to the endings the words with them have.

C. HOW YOU USE YOUR FORMS, NOMINATIVE

Your main aim now is to be able to quickly and naturally use the groups of words (sentences) which you have had in the corresponding situation (see the section: *What Would You Say?*) However, when you begin to make up new combinations you must know what group your noun or pronoun belongs to and what form it has in the combination you are making. You will make mistakes, of course, but if you have a Guide, he will repeat your sentence using the right form. Repeat the correct sentences after him. As you do this

and constantly repeat the *Basic Sentences* you will get a feel for what form you should use, just as a child does in Yugoslavia.

These combinations are not haphazard but follow definite rules. These rules will be given to you as you get the material in your *Basic Sentences*. In the following sentences you have examples using the nominative case. Both nouns and pronouns are given to show you where a pronoun can be used in the same place as a noun.

Group 1

JAA sam KONOBAAR
 OON je AMERIKAANAC
 mɔɔʃ BRAT je CIPELAAR
 OONA je UDAATA
 mɔɔʃa KCLI je BOLNICAARKA
 jɛsɛ lɪ VLI jɔʃ BRIICA

I'm a waiter
 he's an American
 my brother's a shoemaker
 she's married
 my daughter's a nurse
 are you still a barber?

Group 2

JAA imaam trii siina
 VLI govoriite srpski dobro
 imaale li VLI kɛɛer?
 OON sluškuil dɔɔbar nɔɔvac

I have three sons
 you speak Serbian well
 do you have a daughter?
 he earns good money

MIl žitwimo u Hotellu Pālas
mđoj SŪPRUG i JĀA ideemo u kitno

In our discussions of the Serbo-Croatian nouns and pronouns we have used the differences between English *I* and *me*, *he* and *him*, etc. to help throw light on the different forms in Serbo-Croatian and how they are used. We may also use them here to help us understand how the nominative case is used. In Group 1 we have nouns and pronouns used with forms of the verb 'to be': *am*, *is*, *are*. You probably remember that the traditional rules in English grammar teach you to say '*I am he*' instead of the ordinary '*I'm him*'. In Serbo-Croatian you always say '*I am he*'—*jāa sam đon*, and in the same way a noun in place of *đon* would be in the same case—nominative, *jāa sam kđnobaar*. The same is

we live in the Hotel Palace
 my husband and I are going to the movie

of course true with *je* 'is', *ste* or *jeste* 'are', etc. Whenever you say one thing *is* another and use a form of the verb 'to be', you use the nominative of both things, whether they're nouns or pronouns.

In Group 2 you have pronouns and nouns used with other verbs. Here also, just as you say '*I have*', '*he earns*', etc. in English, you use the nominative case in Serbo-Croatian. Note that in these cases the pronoun or noun indicates the one who is doing the action such as speaking, earning, going, etc. or the one who *has* or *lives*, etc. A noun or pronoun in the nominative case used with a verb in this way we call the *subject* of the verb.

D. QUESTIONS IN SERBO-CROATIAN

Group 1

KAKO je đon?
KŌLIKO je saditi?
ŠTA je ido?
KŌLIKO ido sidi?
GDJE je hoteel?
ŌDAAKLE vi dolazite?
KŌ je gospodin Delich?
ČIIM se vi zaniimate?

how is he?
 what time is it?
 what's that?
 how much does that cost?
 where's the hotel?
 where do you come from?
 who is Mr. Delich?
 with what do you occupy yourself?

Group 2

PÒZNAATE LI mōje rōditelje?
 JĚSTE LI vi gospōdin Jōvich?
 GŌVORIIM LI jā sūviše brzo?
 MŌŽETE LI vi ići snāma?
 IMAATE LI vi kćer?
 JĚ LI don dōbro plāten?

Group 3

DĀ LI vi imaate sinōvaa?
 JĚLI vi razūmijete mēne dōbro?

Group 4

a vi?
 ā, vi ste iz Amērikee?

These examples show you most of the ways questions are made in Serbo-Croatian. Going through the first group we find that every sentence has a 'question word' like 'how?', 'where?', 'who?', etc. Notice that the unaccented words *je* and *se* always come immediately after the question word.

Our next two groups have 'question particle' *li*. This particle can never come at the beginning of a sentence. In the first group (2) the verb is first in the sentence and *li* follows it. The next group shows *da* plus *li* and *jeli* (*je* plus *li*), both of which come at the beginning of the sentence, used to form questions. You could substitute *dā li* or *jeli* in each of the other sentences and it would have the same meaning:

do you know my parents?
 are you Mr. Jovich?
 am I speaking too fast?
 could you come with us?
 do you have a daughter?
 is he well paid?

do you have any sons?
 do you understand me well?

and you?
 oh, you're from America?

DĀ LI (or JĚLI) vi pōznaate mōje rōditelje?
 DĀ LI (JĚLI) jā gōvorim sūviše brzo?, etc.
 or you could substitute simple *li* for the *dā li* or *jeli*:
 imaate LI vi sinōva?
 razūmijete LI vi mēne?

This *li* (whether alone or in *dā li* or *jeli*) is always the sign of a question. Notice the difference between *jeli*, the question particle, and *je li* 'is he?' as in *je li don dōbro plāten?* There is no difference in pronunciation and the different writing is merely for convenience to help distinguish the two.

Our last two examples are spoken in a questioning tone like their English translations ('and you?'). Here only the tone of your voice shows that it is a question. We have so far studied, then, three kinds of questions

in Serbo-Croatian: 1. those introduced by question words such as 'where?', 'how much?', 2. those with question particles (*li, da li, jeli*), 3. those which are questions because of the tone of voice used.

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Before you leave the *Word Study*, cover the English equivalents in each list and make sure that you know the meaning of every Serbo-Croatian expression. Then

cover the Serbo-Croatian and see if you can say each Serbo-Croatian expression when you are looking only at the English.

3. Review of Basic Sentences

Review the first half of the *Basic Sentences*. Repeat individually with books closed. Work always to perfect your pronunciation; keep the meaning in mind; and

observe examples of the points in *Word Study* you have just covered.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences*. Follow the procedure suggested above.

2. Covering the English of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* in Section A, cover the English and test yourself by reading the Serbo-Croatian, just as you did in Section C of the previous unit. If you are not sure about the meaning of any

words or phrases, when you have finished reading the *Basic Sentences* aloud, uncover the English and look up their meaning. Keep this up until you know all the meanings completely.

3. Word Study Review (Individual Study)

Below is a group of exercises which will drill you on what you have learned in the *Word Study*. Work

through each exercise carefully, doing what is asked for and trying to pronounce the words and phrases as you

think your Guide would say them. Do not write anything down in your book or elsewhere. If you cannot do the exercises rapidly, review the *Word Study*. Be

prepared to give the complete expressions when the Group Leader calls on you for them.

A. Drill on noun forms. Say each of the following sentences, using the correct Serbo-Croatian equivalent for the English in parentheses.

1. *Vidiite li vii* (the waiter)?
2. *Gdje je* (a doctor)?
3. *Mđoj brat je* (a soldier), *ali mđoj djac je* (a tailor).
4. *Nitsam video* (a restaurant) *obvdje*.
5. *Jaa imaam* (a daughter) *takođjer, ali ona je udata*.
6. *Jaa sam* (a big fellow), *ali mđoj* (father) *me smđatraa jđš kao dijete*.
7. *Pđznaate li mđju* (wife)?

B. Change each of the following statements into a question, using *li*, *da li* or *jeli*. For example: *vi ste brisca; jeste li vi brisca?*

1. *Vi dolazite iz Nju Jorka*.
2. *Gostionica je u hotelu*.
3. *Vi idete u kino*.
4. *Vi imate i kćer takođjer*.
5. *Inžiniri su dobro plaćeni*.

C. Put the correct form of the Serbo-Croatian pronoun for the English in parentheses in the following sentences:

1. (He) (me) *pđznaa vrlo dobro*.
2. *Šta ste* (to him) *kažali?*
3. *Razumijete li* (you) (him)?
4. *Jeste*, (I) (you) *pđznaam*.
5. *Đaajte* (him) *đđu vđdee*.

4. What Would You Say? (Individual Study)

In the following exercise you have certain situations presented for which you are to choose the correct expression in Serbo-Croatian. Read the situation, repeat

aloud all of the statements for each situation, and then indicate for the next class meeting the statement which fits the situation best.

1. You meet a friend you haven't seen for years and ask what he's doing now. You say:
 - a. *Mđoj siin je dđak.*
 - b. *Ćim se vi zaniimaate?*
 - c. *Jedan je liječnik.*
2. He answers that he's a barber.
 - a. *On je dobro plaćen.*
 - b. *Jā sam britca.*
 - c. *Inžiniri su dobro plaćeni.*
3. He says he has three sons.
 - a. *Jā imaam tri stina.*
 - b. *Šta treći radi.*
 - c. *Drugi je vojnik.*
4. You say you're glad that you've met again.
 - a. *Dobro je kōd mene da se razgovaramo.*
 - b. *Drago mi je da smo se opet sastali.*
 - c. *Jeste, ali ona je udata.*
5. You ask what his brother's doing, and he says:
 - a. *Jeste, sin mu je pisar u banci.*
 - b. *Nisam video vašega brata već dugo.*
 - c. *Mđoj brat je cipelaar.*
6. He says that he still thinks of him as a child.
 - a. *On već mđoraa biti veliki mđmak.*
 - b. *Iviti, ja mđoraaam dđmah ići.*
 - c. *Jeste, ali ja njega smatram još kao dijete.*

SECTION D—LISTENING IN

1. What Did You Say?

To the Group Leader: Follow the same procedure as for Section D of Unit 2. Call on different students (not in any fixed order) to give their answers in Serbo-Croatian for the exercise *What Would You Say?* in Section C.4 of this Unit. Encourage them to give the answers directly and not from the books, if possible. Then check on the students' knowledge of the meaning in English of the different expressions in Serbo-Croatian.

Go back to the last exercises in the preceding section. The Group Leader will call for your answers in Serbo-Croatian for the exercises. If you can, give the correct answers without reading from the book. Other members

of the group will criticize the choice made if they disagree. The Group Leader will then call for the English equivalents of all the expressions in the exercises.

2. Word Study Check-Up

To the Group Leader: Follow the same procedure as for this part of Section D of Unit 2. Call on various students for the correct Serbo-Croatian for the English equivalents of the expressions given in the *Word Study*. Make sure that all the students have learned the material thoroughly.

As a final exercise, call for the answers to the exercises in *Word Study Review*, in Section C.3.

Go back to the *Word Study* in Section B. The Group Leader will ask different members of the group to give the correct Serbo-Croatian for the English equivalents of the expressions you went over in the *Word Study*. Be sure you are able to give the correct form without

having to read it from the book. If you have any difficulty, review the *Word Study* thoroughly. As a final check the Group Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C.3).

3. Listening In

To the Group Leader: Follow the same procedure as for *Listening In* in Section D.3 of Unit 2. Check up on meaning at the end of each conversation on the first time through; then, after the second time through, assign parts and have the students read the conversations.

Keep your book closed while the Guide reads the following conversations, or while they are played on the phonograph, and repeat the Serbo-Croatian immediately after hearing it. At the end of each conversa-

tion, check up on the meaning of any word or phrase about which you are in doubt, either by asking some other member of the group or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again, with your books open, being sure to imitate carefully and to keep in mind the meaning of everything you are saying. Then take turns speaking the parts. Make the conversations real. Say your part as though you meant it.

1. Janko tries to persuade his friend Branko to join him in a trip to the movies.

Record 6B, after third spiral.

Branko: Dobro vèeeer, Jàanko, gđjè (gdè) ideete?

Janko: Jàa ideem u kìnno.

Branko: Jàa nìlsam vido kìnno vèè dugo.

Jè li dōbra slika lāmō?

Janko: Jèste, i jèstino je.

Record 7A, beginning.

Branko: *Kòliko stòjli?*

Janko: *Trideset dinaaruu.*

Branko: *Tòo je skuùpol*

Janko: *O, dòòdjiel*

Branko: *Nè mòžem sàda.*

Ràadiim u hoteèlu i mðoraam bìli làmo.

Janko: *U kòliko sadii?*

Branko: *U dèvet i trideset.*

Janko: *Vri mòžete ièi ako èèliite.*

Branko: *Hvadla, ali sàda nè mòžem.*

Janko: *Vrlo dðbro, ali mi je èàò da nè mòžete ièi.
Làku ndòt.*

Branko: *Ièi èemo nèkad, Jàanko. Làku ndòt.*

2. Steve and Mary meet Steve's old friend Janko.

Record 7A, after first spiral.

Steve: *Dòbar dðan, Jàanko, kàko vi?*

Janko: *Vrlo dðbro, Stèvo, a vi?*

Steve: *Dðbro, hvadla. Da vam prèstaviim mòju kèèer,
Mary.*

Janko: *Dràago mi je.*

Èim se vi ènimaate, Mary?

Mary: *Jà sam bònièaarka.*

Janko: *Vrlo dðbro, gðjè (gðè) vi ràadiite?*

Mary: *U bòlnici u Bègradu.*

Steve: *Òna je sàda ndaata.*

Janko: *Jè li? Kð je vàš sùprug, Mary?*

Mary: *Jà vjèrujem (vèrujem) da vi njèga snadle.
Òon je inèimilr u Bègradu, Mðarko Pètroviè.*

Janko: *Òo, jest, jà ga pðanaam vrlo dðbro.*

Steve: *Izvinite Jàanko, ali mi mðoraamo ièi.*

Janko: *Do vidjeènja.*

Steve and

Mary: *Do vidjeènja.*

3. Two old friends, Steve and Mièò, meet and discuss their families.

Record 7A, after second spiral.

Stèvo: *Zdràvo, Mièò, gðjè (gðè) je vàš bràt?*
Nisam ga video dðnas.

Mièò: *Òon je jòš u bànci, ràadii.*

Stèvo: *Vrlo dðbro.*

Jè li vàš diac sàda u Srbiji?

Mièò: *Nè, òon je u Amèrici.*

Steevo: Jè li don tàmo vèc dùgo?

Milčo: Jèste, vjerujem (vèrujem) da je don vèc sàda dōbar Amerikadnac.

Steevo: Čim se don zaniimaa?

Milčo: Oon je cipèlaar.

Steevo: A kàko je vāš stin sàda?

Milčo: Oon je vèc vèlkiit mōmak.

Steevo: Ali je vāma jōš kào dijēle (deēle).
Pōznaale li vi mōju kēder?

Milčo: Nè, gđjè (gdè) je òna i čim se zaniimaa?

Steevo: Òna je u Americi i rāditi kao bōlniāarka.

Milčo: Vtlo dōbro. Jè li òna ūdaata?

Steevo: Nè.

Milčo: Gđjè (gdè) žitviti?

Steevo: Òna je sàda u Čikadgu.

Milčo: Drdago mi je dà smo se òpeet sàstali, Stèevo,
ali jàa mōdoraam bitli u bānci u dvāda sàda.

SECTION E—CONVERSATION

1. Covering the Serbo-Croatian in Basic Sentences (Individual Study)

Just as you did in Section E of Unit 2, go back to the *Basic Sentences* of this unit, cover up the Serbo-Croatian and test yourself to see how many words and phrases

you can say in Serbo-Croatian when you are looking only at the English.

2. Vocabulary Check-Up

To the Group Leader: As in Unit 2, go around the class calling on various students and asking them "Kàko se tōo kàže srpsko-hrvatski?" ('How do you say that in Serbo-Croatian?') for the English equivalents in the *Basic Sentences* with their books closed. If any student does not answer in a reasonable time, do not allow hemming and hawing; call on another student. Make sure that every student speaks loud enough so that all can hear. Do not allow any mumbling. Any student who cannot give satisfactory answers needs more review of the *Basic Sentences*.

As you did in Unit 2, supply the Serbo-Croatian expressions for the English equivalents in the *Basic Sentences*, when the Group Leader calls on you. Give

your answers in a clear, loud voice, so that everyone can hear you.

3. Conversation

To the Group Leader: Follow the same procedure as for Section E.3 of Unit 2. Have the students converse, first following closely the model of the conversations outlined below and then changing the situations slightly.

As you did in the *Conversation* in Section E.3 of Unit 2, first go through the Conversations outlined below, taking turns. As soon as you can speak the parts smoothly, then pass to acting them out in front of the group; keep this up until you can do it easily.

Then you can change the situations somewhat and introduce material from the previous units. Use your imagination in thinking up various combinations of situations. For example:

1. One of the class is an American and the other a native of Yugoslavia being interviewed. The American

asks the other's name, where he's from, where his father and mother are, if he has a wife, son or daughter, etc. The other student gives answers to each of these and even exhibits a tendency to talk too much. Make the interview lively.

2. You meet a friend on the street and exchange greetings with him. You haven't seen each other for years so you each inquire what the other is doing now and about each other's families. You ask where he's going and find you are both looking for a restaurant. You go in and order a meal.

SECTION F—CONVERSATION (Cont.)

Continue the conversations started in Section E. If necessary to make the conversations smoother and more successful, review parts 1 and 2 of Section E.

FINDER LIST

This finder list has all the new words and expressions used in this unit. These, as well as those of the previous two units, are words and expressions which by this time you should know quite well. Remember that new forms of words are not included here if they have been explained in the *Word Study*.

ali	али	but	u bolnici	у болници	in the hospital
u bānci	у банци	in the bank	bolničarka	болничарка	nurse
bri	брити	to be	brat	брат	brother
1- bio	је био	was	britca	брица	barber

<i>cipelaar</i>	ципелар	shoemaker	<i>lječnik</i> (lječnik)	лијечник (лечник)	doctor
<i>čim</i>	чим	with what			
<i>čini se</i>	чини се	it seems	<i>modak</i>	момак	young man
<i>da li</i>	да ли	(question words)	<i>mdoraa</i>	мора	he must
<i>dijete (dete)</i>	дијето (дете)	child	<i>morao bi</i>	морао би	I should
<i>djđak</i>	ђак	student	<i>mu</i>	му	to him
<i>do</i>	до	to	<i>muž</i>	муж	husband
<i>dobdžle</i>	добите	come!			
<i>drugii</i>	други	second, another	<i>nekad</i>	некад	sometime
<i>dugo</i>	дуго	long time	<i>nisam video</i>	нисам видео	I haven't seen
<i>djđak</i>	ђак	student	<i>njen</i>	њен	her (before such words as <i>muž</i>)
<i>ima</i>	има	he has	<i>novac</i>	новац	money
<i>inženir</i>	инжинир	engineer			
<i>inženiri</i>	инжинири	engineers	<i>odmah</i>	одмах	immediately
<i>jedan</i>	један	one	<i>oni</i>	они	they
<i>jednoga</i>	једнога	one (before such forms as <i>brđa</i>)	<i>opet</i>	опет	again
			<i>otac</i>	отац	father
<i>jđs</i>	још	yet, still	<i>писаар</i>	писар	clerk
<i>kdo</i>	као	like, as	<i>plāaten</i>	плаћен	paid (with such forms as <i>inženir</i>)
<i>klii, kēder</i>	кћи, кћер	daughter	<i>plāateni</i>	плаћени	paid (with such forms as <i>inženiri</i>)
<i>kđd mene</i>	код мене	at my place, at my home			
<i>kđnobaar</i>	конобар	waiter			
<i>krdžaač</i>	кројач	tailor	<i>prvi</i>	први	first

<i>radditi</i>	радити	to work	<i>vaš</i>	ваш	your (before such forms as <i>brat</i>)
<i>raadee</i>	раде	they work			
<i>rasgovaaramo se</i>	разговарамо се	we talk	<i>vašega</i>	вашига	your (before such forms as <i>brata</i>)
<i>smo se sastali</i>	смо се састали	we've met			
<i>stin</i>	син	son	<i>velikii</i>	велики	big, large
<i>stina</i>	сина	son, of a son	<i>video</i>	видео	having seen (see <i>nitsam</i>)
<i>sinova</i>	синова	of sons	<i>vidjeenja</i>	виђења	of seeing
<i>služiti</i>	служи	he earns	<i>do vidjeenja</i>	до виђења	see you later!
<i>smatraa</i>	сматра	he considers	<i>više</i>	више	more
<i>su</i>	су	they are	<i>vojnik</i>	војник	soldier
<i>također</i>	такођер	also	<i>zaniitmaa se</i>	занима се	he's occupying himself, he's employed at
<i>treći</i>	трећи	third			
<i>udaata</i>	упата	married (used of women)			

SEEING THE SIGHTS

SECTION A—BASIC SENTENCES

To the Group Leader: From this point on you will need special instructions only when new sections or procedures are introduced in the learning units. With other sections, simply follow the procedures which have been recommended in the first three units and the instructions provided for the group at the beginning of the sections.

Go through the *Basic Sentences* in unison. Then work on the *Hints on Pronunciation* and after that go through the *Basic Sentences* at least twice more individually.

1. Basic Sentences

Record 7B, beginning.

Peter and John are in a city in Yugoslavia. They want to do a few errands and some sight-seeing.

— ENGLISH EQUIVALENTS —	— AIDS TO LISTENING —	— CONVENTIONAL CYRILLIC SPELLING —
to the railroad station	John na željezničkuu (železničkuu) stanicu	на жељезничку (железничку) станицу
I have to go to the railroad station,	Jda mdoraam ići na željezničkuu (železničkuu) stanicu,	Ја морам ићи на жељезничку (железничку) станицу,
then	onda	онда
into the bank	u banku	у банку
to change	promijeniti (proměnit)	промијенити (променити)
some money	novacaa	новаца
and then to the bank to change some money.	i onda u banku promijeniti (proměnit) novacaa.	И онда у банку промијенити (променити) новаца.

Do you know where the station is?

No, I don't.

to ask
the clerk
We'll ask the clerk.

one goes
How do you get to the station?

why
Why are you going there?

that I may get
my baggage
To get my baggage.

you don't have to
for that
You don't have to go there for that.

Peter
Znadite li gdje (gdè) je stànica?

John
Nè znam.

Peter
pitati
pisara
Pitati ćemo pisara.

(to the clerk:)
se ide
Kàko se ide na stànicu?

Clerk
zàšto
Zàšto ideete tamo?

Peter
da uzmeem
mòju bagađžu
Da uzmeem mòju bagađžu.

Clerk
nè mooraate
zàto
Vii nè mooraate ići tamo zàto.

Знаете ли где (где) је станица?

Не знам.

питати
писара
Питати ћемо писара.

се иде
Како се иде на станицу?

зашто
Зашто идете тамо?

да узем
моју багажу
Да узем моју багажу.

не морате
зато
Ви не морате ићи тамо зато.

[4-A]

77

to order
be brought
into the hotel
We'll have it brought to the hotel for
you.

*naređiti
se donese
u hoteel
Mi ćemo naređiti da vam se to
donese u hoteel.*

наредити
се донесе
у хотел
Ми ћемо наредити да вам се то
донесе у хотел.

Thank you.

*Peter
Hvala.*

Хвала.

to tell me
the bank
Could you tell me where the bank is,
too?

*mi reći
banke
Možete li mi takođjer reći gdje
(gde) je banka?*

ми рећи
банка
Можете ли ми такођер рећи где
(где) је банка?

on Miloshev Street
The bank's on Miloshev Street.

*Clerk
u Miloševooj ulici
Banke je u Miloševooj ulici.*

у Милошевој улици
Банка је у Милошевој улици.

Record 8A, beginning.

one comes
easiest
What's the easiest way to get there?

*Peter
se dođje
najlakše
Kako se lano dođje najlakše?*

се дође
најлакше
Како се тамо дође најлакше?

into the center
of the city
You have to go into the center of the
city.

*Clerk
u sredinu
grada
Morate ići u sredinu grada?*

у средину
града
Морате ићи у средину града?

-- 4-A]

to go
by bus
if
by street car
You can go by bus or (if you wish
by) street car.

the bus
stops
on the other side
of the street
The bus stops on the other side of
the street,

street car
on the corner
and the street car stops over there
on the corner.

would you like?
to have
map of the city
Would you like to have a map of the
city?

Yes, please.

ditići
autobusom
ako
trāmvaajem
Vii mōžete ditići autobusom ili ako
žēlite trāmvaajem.

autobus
stāje
na drugooj stradni
ilicee
Autobus stāje na drugooj stradni
ilicee.

trāmvaaj
na uūglu
a trāmvaaj stāje tamo na uūglu.

bi li vi vōljeli (vōleli)?
imati
grādskuu māpu
Bi li vi vōljeli (vōleli) imati
grādskuu māpu?

Peter

Jēste, mōlitim vas.

отићи
аутобусом
ако
трамвајем
Ви можете отићи аутобусом или
ако желите трамвајем.

аутобус
стаје
на другој страни
улице
Аутобус стаје на другој страни
улице,

трамвај
на углу
а трамвај стаје тамо на углу.

би ли ви вољели (вољели)
имати
градску мапу
Би ли ви вољели (вољели) имати
градску мапу?

Јесте, молим вас.

let's take a walk
through the city
Let's take a little walk through the
city.

there is
for
to see
What's there to see (here)?

the cathedral
the museum
famous
The cathedral and museum are very
famous.

Record 8B, beginning.

them
to find
on this map
but I can't find them on this map.

(After the trip to the bank)
da se prđšeelemo
krđz graad
Da se malo prđšeelemo krđz graad.

John
imaa
za
viđjeli (videti)
Šta imaa ovdje (ovde) za viđjeli
(videti)?

katedrala
mūzej
znāmenili
Katedrala i mūzej su vrlo
znāmenili.

ih
nadći
na dvooj mapi
ali ja ih ne mozem nadći na dvooj
mapi.

да се прошећемо
кроз град
Да се мало прошећемо кроз град.

има
за
виђети (видети)
Шта има овђе (овде) за виђети
(видети)?

катедрала
музеј
знаменити
Катедрала и музеј су врло
знаменити,

их
наћи
на овој мапи
али ја их не можем наћи на овој
мапи.

let's ask
this policeman
Let's ask this policeman.

John
da ùptilaamo
òvog stràžara
Da ùptilaamo òvog stràžara.

да упитамо
овог стражара
Да упитамо овог стражара.

sir
we're looking for
the cathedral
Excuse me, officer ('sir'), we're
looking for the cathedral.

(To the policeman:)
gospòdine
mli trđazimo
katedradlu
Izvinite, gospòdine, mli trđazimo
katedradlu.

господине
ми тражимо
катедралу
Извините, господине, ми тражимо
катедралу.

That's the cathedral there, do you
see it?

Policeman
Too je katedradla tamo, vđiite li?

То је катедрала тамо, видите ли?

from the cathedral
university
from it
On the left of the cathedral is the
University, and on the right of it
is the museum.

od katedradlee
univerzitet
od nje
Nà lijevo (levo) od katedradlee je
univerzitet, a nà desno od nje je
múzej.

од катедрале
универзитет
од ње
На лијево (лево) од катедрале је
универзитет, а на десно од ње је
музеј.

Thank you, sir.

John
Hvala vam, gospòdine.

Хвала вам, господине.

into the cathedral
to
Shall we go to the cathedral the
museum or to the university now?

u katedralu
na
Dà li da ideemo sàda u katedralu,
mùzej ili na univerzitet?

у катедралу
на
Да ли да идемо сада у катедралу,
музеј или на универзитет?

let's go
into a restaurant
and further
Let's go to a restaurant and then to
the museum.

Peter
hàjdemo
u gostiðnicu
pa
Idàjdemo u gostiðnicu pa ònda u
mùzej.

хајдемо
у гостионицу
па
Хајдемо у гостионицу па онда у
музеј.

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

1. *dj*

You have probably noticed that there are two pronunciations which we write as *dj*. Since *j* is like *y* in *yes*, we would expect a writing *dj* to reflect a pronunciation *dy* (as in some pronunciations of English *dew*). You find this pronunciation in such a word as *vdjeti*. Most of the time, however, *dj* stands for a sound which is approximately *j* as in *jeep* but with the tongue against the teeth. This *dj* is pronounced in the same place in your mouth as *č*. Pronounce English *cheap* and *jeep* but make the *ch* and *j* against your teeth. The first then has *č* and the second *dj*. The difference is the same as you notice between *t* and *d*, *s* and *z*, *p* and

b. If you place your finger on your Adam's apple and pronounce these sounds, you'll feel a vibration when you say *d*, *z* and *b* but none for *t*, *s* and *p*. This vibration we call voicing. We call *p*, *t*, *s*, *č*, etc. *voiceless* and *b*, *d*, *z*, *dj*, etc. *voiced*.

Whether *dj* is pronounced as *j* in *jeep* or as *dy* depends on the dialect of Serbo-Croatian you meet. Follow your Guide on this, if you have one; otherwise follow the phonograph records. Sometimes the same word will have both pronunciations of *dj* in the same dialect, as, for example, *gdje* as spoken by the speaker on the records. Here are some examples of *dj*:

PRACTICE 1

Record 8B, after first spiral.

gòvdje
gòspodjo
lakòdjer
djàak
vòdjeli
djèvoojka
djèca

here
madam!
also
student
to see
girl
children

2. Review of Vowel Sounds.

Be sure that you are pronouncing *i* and *o* correctly. It will help you to know that the English sound *ee* as in *beet* would be spelled *ij* in Serbo-Croatian as it has a *y* sound at the end. In Serbo-Croatian *i* (or *ii*) has no *y* sound after it unless there is actually *ij* in the word. Try saying *eeeeeeee*; then *ee* (English sounds). You will be able to hear the *y* sound you make in *ee* or at the very end of *eeeeeeee*. Try to make your Serbo-Croatian *i* (and *ii*) sounds like the beginning of *eeeeeeee*, without

the *y* sound at the end. In the same way, the English *o* sound, as *oa* in *boat* or *coat* has a *w* sound at the end, and the Serbo-Croatian *o* (or *oo*) does not. Try saying *oooooooo* and *oh*, then *oooooooo* again, stopping before you put the *w* on. Now do it again but make your *o* sound between the *ough* of *ought* and the *oa* of *oat*. Serbo-Croatian *o* not only does not have the *w* at the end but is of a little different quality than the English, in between *aw* and *oh*. Now try these words again:

PRACTICE 2

Record 8B, after second spiral.

šim	with what
britca	barber
bili	to be
sin	son
trèci	third
pitati	to ask

sinobaa	of sons
mdoraam	I must
lakòdjer	also
kònobaar	walter
mdoj	my
dòbro	good

Now go through the Basic Sentences once more individually, with your book open, and once with your book closed.

3. Check Yourself

Are you taking every opportunity to practice your Serbo-Croatian by talking with other members of the group or with Serbo-Croatian speaking people whom you may meet?

SECTION B—WORD STUDY

1. Word Study (Individual Study).

Work through the following as recommended in the previous units.

A. NOUN FORMS

Masculine nouns

gdjè je HÒTEEL?

ÀUTOBUS stàje na drugooj stranai ulicee

TRÀMVAAJ stàje na uiglu

nà desno dà njeè je MÙZEJ

jèste li vi GOSPÒDIN Jovìc?

sin mu je PÌSAAR

dà vam se ido ddnese u HÒTEEL

da se pròšeeemo kròz GRAAD

mdoraate iei u sredinu GRÀADA

pittali temo PISAÀRA

mi kiviimo u HOTEÉLU

vi mōžete diti ÀUTOBUSOM ili TRÀMVAAJEM

don gōvorii sa GOSPÒDINOM Jovìc

izvinile GOSPÒDINE

where is the hotel?

the bus stops on the other side of the street

the street car stops on the corner

on the right of it is the museum

are you Mr. Jovich?

his son's a clerk

that it be brought to the hotel for you

let's walk through the city

you have to go into the center of the city

we'll ask the clerk

we live in the hotel

you can go by bus or by street car

he's speaking with Mr. Jovich

excuse me, sir!

These are examples both of the noun forms we studied in the last unit (the nominative and the accusative) and others. As we go over the examples we see that *hðeel*, *ðulobus*, *lramvaaj*, *musej*, *gospðdin* and *pisaar* are all nominative. Try putting 'he' in place of

Nom.	<i>hðeel</i>	<i>pisaar</i>	
Acc.		<i>pisadra</i>	
	<i>u hðeel</i>		<i>krðs graad</i>
	<i>u hoteellu</i>		<i>grðada</i>

The word *hðeel* in *u hðeel* is exactly like the nominative in form, but you can't substitute 'he' for it. You would have to say 'to him' or 'into him'. So although we cannot tell from the *form* what case *hðeel* is, we can see from its *use* that it is accusative. In the same way the *graad* in *krðs graad* is accusative although the nominative would have the same form. But you remember that our accusative forms for *stin*, *pisaar* and *brat* were *stina*, *pisadra* and *brata* with an ending -a. There is a very simple rule for this: *stin*, *pisaar* and *brat* are living things, while a hotel is just brick, wood, stone, etc. When a masculine noun designates something which has animal or human life, the accusative has the ending -a, as *stina*, etc.; when it designates something without such life, the accusative is the same

each of these. The word *pisadra* is accusative (note the -a ending). Try putting 'him' in place of it. Now if we put together those we know as nominative and accusative and then arrange the others that look alike we have:

<i>ðulobus</i>	<i>lramvaaj</i>	<i>gospðdin</i>
<i>ðulobusom</i>	<i>lramvaajem</i>	<i>gospðdinom</i>
		<i>gospðdine</i>

as the nominative, as *hðeel* in *u hðeel*, *graad* in *krðs graad*, *musej* in *u musej*, etc.

Returning to our other forms we find *u hoteellu* with an ending -u. This is the masculine ending for the third case we studied, the dative. Notice that the preposition *u* means 'in, inside of' with the dative (*u hoteellu*) but 'into' with the accusative (*u hðeel*).

Our next form is *grðada* with an ending -a used in the phrase *u srednu grðada* 'into the center of the city'. Here we have a new case, one which expresses 'of'. This we call the genitive. The masculine genitive has the ending -a, so that for nouns designating things with animal or human life, the genitive has the same form as the accusative (*stina*).

The next three words grouped together have an ending *-om* or *-em*. Since both *dulobusom* 'by bus' and *trāmvaajem* 'by street car' are used in the same way and are both masculine nouns, *-om* and *-em* must be the same ending. Actually they are, and *-em* is only used after certain sounds, such as *j*. *V'* have the same ending on the word *gospōdnom*. Here we find it used after the preposition *sa* which then means 'with, together with'. This case is called the 'instrumental' (because it often refers to the 'instrument' or 'means' by which something is done). Remember, the instru-

mental is used both for 'by means of' and 'with, together with' and the masculine ending for it is *-om* (*-em*).

The last form is *gospōdine*, with an ending *-e*. This is the ending for the 'vocative' case and is used when you speak to someone using some name or title such as 'sir', or when calling someone. For example, we would say in English 'excuse me, Mr. Jones' or 'excuse me, sir'. Both the *Mr.* and the *sir* would be *gospōdine* in Serbo-Croatian.

Feminine *-a* nouns

GOSPOLDJA

Ido je KATEDRAALA

BANKA je u Miloshevoj ULICI

mi trāžimo KATEDRALU

Ja mōraam ići u BANKU

sin mu je pissar u BANCİ

dulobus stāje na drūgoj straāni ULICEE

nā lijevo od KATEDRAALEE je univerzitet

drdago mi je GOSPOLDJO

As you remember, the nominative of feminine *-a* nouns ends in *-a* and the accusative in *-u*. We have just learned that the preposition *u* has the dative after it when it means 'in, inside of', so we see that the dative ending of these nouns is *-i* as in *u M. ulici* and *u banci*. In the same way we may compare *grāda* 'of the city'

Mrs. or madam

that's the cathedral

the bank's on Miloshev street

we're looking for the cathedral

I have to go to the bank

his son's a clerk in the bank

the bus stops on the other side of the street

on the left of the cathedral is the university

I'm pleased (to meet you), madam!

and *ulicee* 'of the street'. Our genitive ending, then, is *-ee*, and we recognize it again in *od katedraalee*, where it is the regular ending of a feminine *-a* noun after the preposition *od*. *gospoldjo* is like *gospōdine*, being used like 'Mrs.' or 'madam!', etc. So our vocative ending is *-o*.

Putting our examples of feminine -a nouns together we have:

Nom.	<i>katedradla</i>	<i>bànka</i>	<i>gòspodja</i>
Acc.	<i>katedradlu</i>	<i>bànku</i>	
Dat.		<i>bànci</i>	<i>àlici</i>
Gen.	<i>katedradlee</i>	<i>àlicee</i>	
Voc.			<i>gòspodjo</i>

Notice that a noun which has a *k* before the endings has a *c* in its place before the dative ending -i. This is a regular change; *mdajka*, for example, would be *mdajci*.

We may now set up a group of endings for masculine and for feminine (-a) nouns:

	m.	f. (-a)
Nom.	no ending	-a
Acc.	-a or no ending	-u
Dat.	-u	-i

ì ònda u bàncu PROMIJÉNITI ndvaaca
mìlì temo NAREÉDITI
bì lì vù vòljeli ÌMATI màpu?
šìd ìmaa óbvdje za VÌDJETI?
PIÍTATI temo píssadra

We have here a number of verb forms ending in -ì. In several cases they are translated by English 'to' plus the verb, as 'to change', 'to have', 'to see'. This

Gen.	-a	-ee
Inst.	-om (-em)	
Voc.	-e	-o

Examples of nouns with these forms are:

	m.	m.	f. (-a)
Nom.	<i>gràad</i>	<i>sìtn</i>	<i>mdajka</i>
Acc.	<i>gràad</i>	<i>sìtna</i>	<i>mdajku</i>
Dat.	<i>gràadu</i>	<i>sìtnu</i>	<i>mdajci</i>
Gen.	<i>gràada</i>	<i>sìtna</i>	<i>mdajkee</i>
Inst.	<i>gràadom</i>	<i>sìtnom</i>	
Voc.		<i>sìtne</i>	<i>mdajko</i>

(Note the abbreviations used for the names of the cases: *Nom.* for 'nominative', *Acc.* for 'accusative', *Dat.* for 'dative', *Gen.* for 'genitive', *Inst.* for 'instrumental' and *Voc.* for 'vocative'. Sometimes only the first letter is used: N, A, D, G, I and V.)

B. VERB FORMS: -ì

and then to the bank to change some money
 we'll order
 would you like to have a map?
 what is there to see here?
 we'll ask the clerk

form is known as the 'infinitive'. Notice that there is only one *a* in *ìmatì* but *aa* in *ìmaam*, *ìmaa*, etc. The infinitive frequently has only a single vowel when the

form with the present endings has two (that is, a long vowel). In *za vidjeti* you have the preposition *za* 'for', also, so that it could be literally translated 'what is there here for to see?'

The other two examples of Infinitives in the above

Some *-ti* forms are special and you may not recognize them at first. For example, you have had:

jda mdoraam ICI

ICI cemo svi skupa

mdoj suprug i jda IDEEMO u kino

kako se IDEE na stanicu?

zasto IDEETE tamo?

We see that *iti* is used just like the *-ti* forms we have just studied, but it has quite a different ending and doesn't look very much like the other forms of the same verb which you have had: *idee*, *ideemo* and *ideete*.

group are with *čemo* 'we will'. Notice that when *mi* 'we' is used, you have *mi čemo* plus the infinitive, but when *mi* is left out, you have the infinitive plus *čemo* (that is, *čemo* is second in the sentence in both cases).

I have to go

we'll all go together

my husband and I are going to the movies

how does one get to the station?

why are you going there?

It is one of many verbs which change somewhat in the *-ti* form. Try to recognize *-ti* forms by the way they are used. They will always end in *-ti* or *-či*.

C. THE WORD *da*

Group 1

vjerujem DA je danas dobra slika
meni se čini DA don imaa jednooga stina
držago mi je, DA smo se dpeet sastali
dođjite kda mena DA se razgđvaaraamo
mi čemo naređiti DA vam se tdo ddnese

I believe there's a good picture today

it seems to me that he has a son

I'm glad we met again

come over to my place so we can talk

we'll have it brought to you

Group 2

DA vam prèstaviim mđu suprugü
DA se mđlo prđšeečemo

may I present my wife

let's walk a little

[4-B]

DA ñptiitaa mo ðvog strãkaara
 DA ñameem mðju bagaðku
 dà li DA ñdeemo u katedradu

In Group 1 you have *da* used after a verb. We may translate it 'that' or leave it out in the translation (but be careful to use it in Serbo-Croatian). So we could translate: 'I believe *that* there's a good picture today', 'it seems to me *that* he has a son', etc. It also means 'in order that, so' as in 'come to my place *so that* we may talk'.

ðim SE vi sàda zàniimaate?
 mènì SE ñnii
 dràago mi je da smo SE sàstali
 dòððjile da SE razgòvaaraamo
 kàko SE ñdee na stànìcu?
 mii ñemo nareððiti da vam SE ñdo dðnese
 kàko SE dðdðje?
 da SE mào prðseetemo krðz graad

In each of these sentences we have the little word *se*. This word may be translated 'self'. It always refers back (or 'reflects') the subject of the verb, so it means 'oneself, yourself, myself, himself, ourselves' etc. depending on what the subject of the verb is. Our first sentence is, then 'with what do you occupy *yourself*?'. The second 'it makes *itself* to me', etc. Notice that some

let's ask this policeman
 to get my baggage
 shall we go to the cathedral?

In Group 2 we have *da* beginning the sentence. Here it means 'let, may, in order to'. Notice it also after the question word group *dà li*.

Remember: to say 'let so-and-so be done' in Serbo-Croatian you use *da* before the verb: to say 'in order that' you use *da*; and to simply say 'that' (as in 'I think *that* he knows') you use *da*.

D. THE REFLEXIVE *se*

what's your job now?
 it seems to me
 I'm glad we met
 come so we can talk
 how do you get to the station?
 we will order it brought for you
 how does one get there?
 let's take a little walk through the city

of the verbs mean 'it or one does so-and-so', as 'it makes *itself* to me', 'how does one go *oneself* to the station', 'we'll order that it bring *itself* for you', 'how does one come *oneself*'. These are called 'impersonal' constructions, as the 'person' who is performing the action is not designated. Many verbs in Serbo-Croatian are used with *se* where the English equivalent wouldn't

have any corresponding word. There are many examples of this in the above sentences. Instead of 'we met', Serbo-Croatian has 'we met *ourselves*'; for 'we talk or hold a conversation', it has 'we talk *ourselves*'; 'let's

take a walk', it has 'let's walk *ourselves*', etc. Wherever a verb is usually used with *se*, the form in the Finder List will have *se* with it.

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Review this *Word Study* by reading aloud all of the Serbo-Croatian expressions. Then cover the English and make sure that you know the meaning of every item.

Finally, cover the Serbo-Croatian and see if you can say each Serbo-Croatian expression when you are looking only at the English.

3. Review of Basic Sentences

With Guide or records, review the first half of the *Basic Sentences* for better pronunciation, meaning, and examples of points in the *Word Study*.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go back to the *Basic Sentences* in Section A, and read them aloud covering up the English. Note any words or phrases you are not sure about, and, when you have finished reading the *Basic Sentences*, uncover

the English and look up the meaning of what you did not get. Keep this up until you know all the meanings completely.

3. Word Study Review (Individual Study)

Work through the following exercises. Do not write anything down. If you can't do the work rapidly, review the *Word Study*. Be prepared to do what is

required when the Group Leader calls on you. Always repeat the complete sentence as you work.

A. In Column I is a group of incomplete sentences, a blank indicating that something is missing. In Column II is a group of particles with which you are to complete the sentences. For example, if you had

— *ga vi pòsnaale?* in Column I, you could say either *dà li ga vi pòsnaale?* or *jèli ga vi pòsnaale?* In most cases, however, only one of the particles fits.

Column I

Ideemo — ùsmeemo gràdskuu màpu.
Kàko — idee u gostiðnicu nàjlàkkšee?
Òna èlìi da — vi pròšeeete kròs graad.
Dà li — ùpiitaamo òvog pisadra?
Vòliite — pìttati stràkaara ili pisadra?
— vi razùmijete njèga?
Òon nè volii — vas pìitaa.
Òon èlìi — znda èrim — mli sàda zàniimaamo.
Vjèrujete — vi njèmu?
— vas òon razùmijete?
Doòdjite nèkad sa gospiðinom Jobvič da — màlo razgòvaaraamo.
— vi jòš ràadiite u hoteèlu?
Mòoraate — òdmah iči na stànicu?
Mèni — èini — je òon dðbro plàaten.

Column II

da
li
dà li
jèli
se

B. Use the correct Serbo-Croatian noun, paying particular attention to the ending, for the English words in parentheses:

1. *Òon ne pòsnaa* (my wife).
2. *Pòsnaale li* (Mr.) *Jobvič?*
3. *Ìmaa li bànka u* (the city)?
4. *Òon idee viđjeli* (the cathedral).
5. *Nà lijeevo od* (the bank) *je gostiðnica.*
6. *Jàa ideem u* (the city).

7. *Ivanite, (Mrs) Jobvici!*

8. *Don trdajti (the university).*

9. *Strdkaar je u (the middle) illicee.*

10. *Don te tci u (the bank) (by bus).*

If you do not understand why the Guide corrects you on some of these, re-read the Word Study section or discuss it with other members of the class.

C. Fill in the correct verb form, with particular attention to the ending:

1. *Ždliim (to see) mizej u sredini grada.*

2. *Mi čemo (change) ndvaaca u banci.*

3. *Mi (speak) engleski ovdje u Americi.*

4. *Vi (have to) (go) u hdeet da (get) vdu bagadu.*

5. *Strdkaar vam mže (tell) gdje je mizej.*

4. What Would You Say?

Read aloud each of the following, and then pick out the expression you think most suitable.

1. John tells Peter he must go to the railroad station:

a. *Zndate li gdje je stànica?*

b. *Jda mdoraam tci na željezničku stanicu.*

c. *Pitati čemo pisadra.*

4. Peter says to John that they should go to a restaurant before going to the museum:

a. *Bi li vi vdljeli imati grdskuu mapu?*

b. *Hađdemo u gostiđnicu i dnda u mizej.*

c. *Da se malo prđšečemo krđz graad.*

2. Peter asks if he can tell him where the bank is:

a. *Mdoraate tci u sredinu grada.*

b. *Mžete li mi rđci, gdje je banka?*

c. *Šta imaa ovdje za vđjeti?*

5. John remarks that the cathedral and museum are very famous.

a. *Katedradla i mizej su vřlo znđmeniti.*

b. *Tđo je katedradla tđmo.*

c. *Kđko se tđmo dđdđje nđjldkšee?*

3. A policeman points out the cathedral to them, saying:

a. *Tđo je katedradla, vđđite li?*

b. *Da ũpiitaamo dvog strđkaara.*

c. *Dđ li da vđeemo sđda u katedradlu?*

6. Peter asks John is there is anything else to see:

a. *Kđko se vđee na stđnicu?*

b. *Mi čemo naređđiti, da vam se tđo dđnesee u hđteet.*

c. *Šta imaa jđš za vđjeti?*

SECTION D--LISTENING IN

1. What Did You Say?

Give your answers in Serbo-Croatian for the last exercise in the preceding section, when the Leader calls for them. Do it without reading from the book, if

possible. Other members of the group will criticize your choice if they disagree with it. Then give the English equivalents of all the expressions in the exercise.

2. Word Study Check-Up

Give the correct Serbo-Croatian for each English expression in the *Word Study*, without having to read it from the book. If you cannot do this easily, it means you need to put in more work on the *Word Study*. The

Group Leader will give the English and call on different members of the group for the Serbo-Croatian. As a final check the Group Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C.3).

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Serbo-Croatian immediately after hearing it. After the first repetition of each conversation, check up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows.

Go through the conversations again with books open, following the same plan as before, imitating carefully and keeping in mind the meaning of everything you say. Finally, take parts and carry on the conversation.

1. George and John are in Belgrade and want to do some sight-seeing.

Record 9A, beginning.

George: Gdjè (gdè) čemo ići danas?

John: Hajdemo u muzej.
Jà ga želiš vidjeti.

George: Vrlo dobro, i mōraam ići u banku takōđjer.

John: Zàšto? Vi i maale nōvačaa.

George: Nè sàda, u hotelu je skućpo.

John: Znaš li vi gdjè (gdè) je banka?

George: Pa dabōme. Jà i maam grādskuu mǎpu.

John: Jè li mùzej takoóðjer na màpi?

George: Jèste, mùzej, katedrala, bànkà i stànica su na màpi.

John: Mòliim vas, dàajte mi màpu.
Žèliim vidjeti (videti) gdje (gdè) je mùzej.

George: Obvdje (obvde) je màpa.

John: Hvdla. (He looks at the map.)
Nè mòžem nadći mùzej.

George: Pa mti mòžemo pttati strážaara.

John: Nè volim pttati.
Vdlio bi ga nadći na màpi.

George: Vtlo ddbro, ali obvdje (obvde) je bànkà.
Jàa mòžem promijéniti (promééniti) mào
ndvaacaa.

John: Jàa vidiim mùzej na màpi!
Obvdje (obvde) je na lijevo (leevo) od
katedralée.

George: Ddbro.

(They go into the bank where George gets some money)

George: Hàjdemo u gostiðnicu.
Žèliim pti kàfu.

John: Vti mòžete pti vddee.
Hàjdemo u mùzej sàda.

George: Vtlo ddbro, ali mdoraam nèkad i jèsti.

John: Nè volim jèsti u gostiðnici u sredini gràda.

George: Ddbro, sàda temo tci ddmah u mùzej,
i dnda u katedralu, pa dnda u gostiðnicu.

John: Mti mòžemo jèsti kòd mene, àko vti žèliite.

George: Tdo mi je dràago.
Kàko je vàša sùpruga?

John: Ona je vtlo ddbro, hvadla.
Àa, obvdje (obvde) je mùzej!

George: Na màpi vidim da su katedrala i mùzej vtlo
znàmeniti.

John: Jèste, jàa too znàm.

George: Zàšto vàša sùpruga nè volit tci snàma?

John: Ona žèlit tci u kiño.

(After seeing the exhibits they leave the museum.)

John: Sàd vdeemo kòd mene i ddmah temo jèsti.

George: Dràago mi je, John.
Hàjdemo.

2. John and George are in the hotel and discuss a trip into town.

Record 9A, after first spiral.

John: *Hajdemo na slanicu da ismeemo mđu
bagadžu,
pa onda na univerzitet.*

George: *Dà li vi mđoraate ići tamo zdo?
Ali mđemo naređiti da se dđnese ovdje
(ovde).*

John: *Ali jda mđoraam imati mđu bagadžu sada.
Najlākšee je ditići autobusom.*

SECTION E—CONVERSATION

1. Covering the Serbo-Croatian of Basic Sentences (Individual Study)

Cover the Serbo-Croatian of the *Basic Sentences* and practice saying the Serbo-Croatian equivalents of the English expressions.

2. Vocabulary Check-Up

As in previous units, the Group Leader will call on various members of the group to give the Serbo-

Croatian expressions which correspond to the English in the *Basic Sentences*.

3. Conversation

Work through the following outlined conversations, taking parts. Act them out in front of the group; keep this up until you can do them easily and smoothly. When the outlined conversations go well, then change the situations somewhat. You now have more material which you can work into additional conversations. Invent topics as you did for the previous units.

1. A is an American in Belgrade. B is a policeman. A asks B where the — Hotel (giving name) is. B tells him where they are but A doesn't know the streets.

He asks if B has a map of the city. B has. He gives it to A and shows him on the map where the cathedral and university are. A asks about the museum. B shows him where that is. A thanks him. (One of the class may draw the map and label it in Serbo-Croatian if he wishes.)

2. A meets an old friend, B. They talk about old friends, telling what they are doing, how many children they have, etc.

SECTION F—CONVERSATION (Cont.)

Continue the conversations started in Section E. If necessary for better conversations review parts 1 and 2 of Section E.

FINDER LIST

Remember, forms explained in the *Word Study* are not repeated in the *Finder List*. For example, you have the word *strāṭaara* in the *Basic Sentences*. You know from the *Word Study* that this is accusative. In the following *Finder List* you will find *strāṭaar*. This as you

know is the nominative. When the forms found in the *Basic Sentences* are all explained by the *Word Study*, the nominative form of any new noun will be given in the *Finder List*, just as the third person singular ('he does so-and-so') is used for the verb.

<i>ako</i>	акс	if	<i>imati</i>	имати	to have
<i>autobus</i>	аутобус	bus	<i>imaa</i>	има	there is
<i>bagadṭa</i>	баража	baggage	<i>katedradla</i>	катедрала	cathedral
<i>banka</i>	банка	bank	<i>kroz</i>	кроз	through
<i>ddodje se</i>	дође се	one goes	<i>mapa</i>	мапа	map
<i>ddnese se</i>	донесе се	be brought (with da)	<i>u Mildṣevooj</i>	у Милошевој	on Miloshev street
<i>na drilgooj stradni</i>	на другој страни	on the other side	<i>ilici</i>	улици	
<i>gradad</i>	град	city	<i>milzej</i>	музеј	museum
<i>gradskuu mapu</i>	градску мапу	map of the city	<i>na</i>	на	to, on
<i>hajdemo</i>	хајдемо	let's go	<i>nadti</i>	наћи	to find
<i>idee se</i>	иде се	one goes	<i>najlakṣee</i>	најлакше	easiest
<i>ih</i>	их	them	<i>nareḍiti</i>	наредити	to order
			<i>ndvaacaa</i>	новаца	of money

od	од	from	irāažii	тражи	he's looking for
dā nje	од ње	from it (lit., her)	irāmvaaj	трамвај	street car
onda	онда	then	na uūglu	на углу	on the corner
diiti	отићи	to go	ulica	улица	street
duvoj	овој	this (before such forms as <i>mapi</i>)	universitēt	универзитет	university
		this (before such forms as <i>strazaara</i>)	ūpiitaa	упита	(that) he ask (after <i>da</i>)
duog	овог		ūzme	узме	(that) he take (after <i>da</i>)
pa	па	and further	vājeli	виђети	to see
piitati	питати	to ask		(видети)	
promijēniti	промијенити	to change	bi li vi vōljeli?	би ли ви вољели	would you like?
(prometniti)	(променити)			(вољели)?	
prōšeče se	прошеће се	he takes a walk	za	за	for
rēti	рећи	to tell	zāsto	зашто	why?
sredina	средина	center	zāto	зато	for that
stāje	стаје	stops	znāmeniti	знаменити	famous
strādna	страна	side			
strāžaar	стражар	policeman			

LET'S TALK ABOUT THE WEATHER

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then go twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 9B, beginning.

Peter and Mičo, two Yugoslavian farmers, discuss the weather.

— ENGLISH EQUIVALENT —	— AIDS TO LISTENING —	— CONVENTIONAL CYRILLIC SPELLING —
	<i>Peter</i>	
Good morning, Mičo:	<i>Dòbro, jùtro Mičo.</i>	Добро јутро Мичо.
to your field	<i>u vaše pòlje</i>	у ваше поље
Are you going to your field?	<i>Iđete li vi u vaše pòlje?</i>	Идете ли ви у ваше поље?
	<i>Mičo</i>	
wheat	<i>pšènicu</i>	пшеницу
Yes, I'm going to take a look at my wheat.	<i>Jèste, ideem da vidiim mòju pšènicu.</i>	Јесте, идем да видим моју пшеницу.
	<i>Peter</i>	
at the house	<i>kòd kuće</i>	код куће
My wheat's in.	<i>Mòja pšènica je kòd kuće.</i>	Моја пшеница је код куће.

[5-A]

grain
this year
Have you got a good crop this year?

fertile black earth
Very good, I've got good, rich, black
earth.

isn't
Yes, my ground's good, too, but it
isn't as rich.

this weather
How do you like this weather?

thus
if it remains
Fine, if it stays this way.

only
let them begin
rains
If it only doesn't begin raining!

Mito
žito
dvée gòdinee
Dà li vam je dǎbro žito dvée gòdinee?

Peter
ròdnu črnu zèmlju
Vrlo dǎbro, ja imam dǎbru i ròdnu
črnu zèmlju.

Mito
nije
Jeste, i mǎja zèmlja je dǎbra, ali nije
tàko ròdna.

Peter
òvo vrijème (vreème)
Kàko volite òvo vrijème (vreème)?

Mito
ovàkoo
ako òstane
Vrlo dǎbro, ako ovàkoo òstane.

Peter
sàmo
nèka počnuu
kiše
Sàmo nèka kiše ne počnuu!

жито
ове године
Да ли вам је добро жито ове
године?

родну црну земљу
Врло добро, ја имам добру и родну
црну земљу.

није
Јесте, и моја земља је добра, али
није тако родна.

ово вријеме (време)
Како волите ово вријеме (време)?

овако
ако остане
Врло добро, ако овако остане.

само
нека почну
кише
Само нека кише не почну.

of that
I fear
I'm afraid of that.

*təgaa
se bəʃtɪm
Təgaa se ʃaa bəʃtɪm.*

тога
се бојим
Тога се ја бојим.

Why are you afraid?
you brought in
to the house
You've gotten your wheat in.

*Mito
Zašto se vi bəʃtite?
ste dovezli
kući
Vi ste dovezli vašu pšenicu kući.*

Зашто се ви бојите?
сте д'везли
кући
Ви сте довели вашу пшеницу
кући.

Record 10A, beginning.

exactly
a good deal of hay
in the field
I know, but I still have a lot of hay
in the field.

*Peter
tačno
prilično sijena (sena)
u polju
Tačno je, ali imam još prilično
sijena (sena) u polju.*

тачно
прилично сијена (сена)
у пољу
Тачно је, али имам још прилично
сијена (сена) у пољу.

I will
to begin
tomorrow
to bring in
hay
I'll start to bring in my hay tomorrow.

*Mito
jda tu
pōčeti
sutra
dovesti
sijeno (seno)
Sutra tu jda pōčeti dovesti moje
sijeno (seno).*

ја ћу
почети
сутра
довозити
сијено (сено)
Сутра ћу ја почети довозити моје
сијено (сено).

Peter

as soon as I finish
with one's own hay
I can
to help
As soon as I finish with my own hay,
I can help you a little.

*čim ja svršim
sa svojim sijenom (sdenom)
mogu
pomoci
Čim ja svršim sa svojim sijenom
(sdenom), mogu i vama malo
pomoci.*

чим ја свршим
са својим сијеном (сеном)
могу
помоћи
Чим ја свршим са својим сијеном
(сеном) могу и вама мало помоћи.

Mito

that would be
from you
nice
That'd be nice of you,

*ido bi bilo
od vas
lijepo (lepo)
To bi bilo od vas lijepo (lepo),*

то би било
од вас
лијепо (лепо)
То би било од вас лијепо (лепо),

because
they would be
because rain wouldn't be good for
my wheat.

*jer
bi bile
jer kiše ne bi bile dobre za moju
pšenicu.*

јер
би биле
Јер кише не би биле добре за моју
пшеницу.

Peter

they won't be
It seems to me that the rains won't
start yet.

*neće
Meni se čini da kiše još neće
početi.*

неће
Мени се чини да кише још неће
почети.

Mito

Who knows?

Ko to zna?

Ко то зна?

perhaps
it will
to remain
rain
this evening

Perhaps the weather'll stay this way,
but it might rain tonight.

I heard
people
they talk
fruitful

I've heard (where) people say that
this year'll be a good one.

Record 10B, beginning.

You know how it is.

old men
they have to
about something
to talk

Old men have to talk about something.

400 [5-A]

mòže biti
će
òstati
kiša
večeras

Mòže biti dà će vriјeme (vrećeme)
ovakoo òstati, a mòže kiša jòš
večeras.

Peter

jàa sam èno
lјudi
govoree
ròdna

Jàa sam èno gdјè (gdè) lјudi
govoree da će òvaà gòdina biti
ròdna.

Mito

Znađte kàko je.

stàari lјudi
mòbrajuu
ò nečem
pričati

Stàari lјudi mòbrajuu ò nečem
pričati.

може бити
ће
остати
киша
вече́рас

Може бити да ће вријеме (вре́ме)
овако остати, а може киша још
вече́рас.

Ја сам чуо
људи
говоре
родна

Ја сам чуо где (где) људи говоре
да ће ова година бити родна.

Зна́те ка́ко је.

ста́ри људи
мо́рају
о не́чем
прича́ти

Ста́ри људи мо́рају о не́чем
прича́ти.

don't
Don't [talk] like that!
you'll
soon
to come
to their age
You'll soon reach their age yourself.

Peter
nèmoojte
Nèmoojte làkol!
tefe
ùskoro
dobći
do njihovee stàrosti
I vii tefe ùskoro dobći do njihovee
stàrosti.

немојте
Немојте тако!
хете
ускоро
доћи
до њихове старости
И ви хете ускоро доћи до њихове
старости.

Where are your wife and son today?

Milo
Gđjè (gdè) je vāša sūpruga i vāš
sin dānas?

Гђе (где) је ваша супруга и ваш
син данас?

they go
town
to buy
shoes
They're going to town to buy shoes.
they'll be
but they'll be home tonight.

Peter
idu
vadroš
kuūpiti
cipela
Oni iduu u vadroš kuūpiti cipele.
tee biti
ali oni tee biti kod kuće večeras.

иду
варош
купити
ципеле
Они иду у варош купити ципеле,
ће бити
али они ће бити код куће вечерао.

Before you go through the *Basic Sentences* a second time, study the following:

2. Hints on Pronunciation

1. New consonant groups

As you have seen, there's nothing very difficult in pronouncing Serbo-Croatian. Even new groups of consonants probably do not give you much trouble. Here are two new ones for you to practice a little—*pj* and *sv*:

[5-A] 103

PRACTICE 1

Record 10B, after first spiral.

psēnica

пшеница

wheat

svršim

свршим

I finish

svojim

својим

with one's own

Perhaps you have noticed that the letter *v* is not always pronounced like the English *v*. In two places

you have found it pronounced like *w* as in *water*: In *hvadla* and the name *Jovan*.

PRACTICE 2

Record 10B, after second spiral.

hvadla

thanks

Jovan

John

(Note: These may also be pronounced with a *v* and *Jovan* was so pronounced on the record.)

2. Pronunciation Review

Here is a list of the unit sounds of Serbo-Croatian:

Vowel sounds:	i	e	u	o	a	r													
Consonant sounds:	p	t	k	c	č	š	s	ž	f										h
	b	d	g		dj	dž	z	ž	v	r	l	m	n	j					

Notice that *r* may be both vowel or consonant. The consonants are arranged in two lines, the upper one having 'voiceless' consonants and the lower one 'voiced' consonants (see Unit 4, *Hints on Pronunciation* 1). Most of the consonants occur in pairs, that is, if there is a voiceless consonant (*p*, for example), there is also a voiced consonant made in the same place in the mouth (for example, *b* in contrast to *p*). The above

list is arranged in such pairs. So although you have not yet had the sound *dž*, you can tell from this list that it is the voiced counterpart of *č*. Since *č* is like the *ch* in *archer*, *dž* must be like the *g* in *larger*. It will sound to you very much like *dj*. *Dj* is pronounced with the tongue against the teeth and *dž* with the tip of the tongue just behind the ridge back of your upper teeth. Listen carefully for the difference in these two words!

PRACTICE 3

Record 10B, after third spiral.

djàak

student

džàak

sack

You will probably not hear the difference the first time, but remember to *make* these sounds correctly (with your tongue in the right place) and you will eventually be able to distinguish them when spoken to you.

Be sure that you can pronounce correctly each of the sounds in the above list. Remember that each vowel sound (including *r*) may be single or double with rising or falling accent or with no special accent.

SECTION B—WORD STUDY

1. Word Study (Individual Study)

A. THE NOUN: Neuter Nouns

dà li vam je dđbro ŽITO?

do you have a good crop?

jàa tu pđeeti dovđzili mđje SÌJENO

I'll start to bring in my hay

imaam prillitno SÌJENA ù POLJU

I have a lot of hay in the field

člim jàa svđršim sa svđjim SÌJENOM

as soon as I finish with my own hay

ideete li vi ù vaše PÒLJE?

are you going to your field?

We have already learned the nominative-accusative ending *-o* for neuter nouns so that you recognize *žito* as nominative (after *is*) and *stjeno* as accusative (object of the verb 'to bring in'). The remaining forms are *pđlje*, *pđlju* and *stjenom*. The first of these has an ending *-e* and follows the preposition *u*. Since *u* here means 'into', *pđlje* should be accusative. As you

remember, masculine nouns had an ending *-om* for the instrumental case which could also be *-em* after sounds like *j*. The neuter ending *-o* may also be *-e* after sounds like *j* so that *pđlje* here *is* accusative and the ending would be the same for the nominative. Our next form *pđlju*, comes after *u* meaning 'in' (place where) so it is dative. The last form, *stjenom*, follows *sa* 'with' and so

[S-B] 105

is instrumental with an ending *-om*. You now see that the dative, genitive and instrumental singular endings

Nom.	-o or -e	šilo	šifeno	pòlje
Acc.	-o or -e	šilo	šifeno	pòlje
Dat.	-u	šilu	šifenu	pòlju
Gen.	-a	šila	šifena	pòlja
Inst.	-om or -em	šilom	šifenom	pòljem

(*-u, -a, -om*) are the same for neuter nouns as they are for masculine ones. Our forms, then, are:

(The vocative neuter always has the same form as the nominative, but you would never say, unless you

wax very poetic, 'O grain', 'O hay', 'O field', so these forms are usually left out in our lists.)

B. USING YOUR NOUN FORMS: genitive

- mòraate šli u sredinu GRÀADA*
šulobus stàje na drùgoolj straàni ŪLICEE
- jàa šmaam trli ŠIINA*
u dvàa ŠÀATA
- šeliim MÈESA, HLJÈBA i KRŪMPIIRA*
šeliim pili VÒDEE (MLIJÈKA)
- dà li vam je dòbro šito òvee GÒDINEE?*
- nà lijevo od KATEDRAÁLEE je univerzitet*
vi ste iz AMÈRIKEE
dòlaziim iz NÈV JORKA
mòja pšènica je kòd KUČEE

you have to go into the center of the city
the bus stops on the other side of the street
I have three sons
at two o'clock
I want meat, bread and potatoes
I want to drink some water (milk)
do you have a good crop this year?
on the left of the cathedral is the university
you're from America
I come from New York
my wheat's in (literally, 'at the house')

All of the emphasized words are in the genitive case. They illustrate different ways this form may be used. The first two examples show its use as a possessive or 'of' form: 'of the city', 'of the street'.

The next two examples are after numbers: 'three sons' and 'two o'clock' (literally, 'two of the hour' or 'two of the clock'). As you see, a literal translation of these is 'two of a son' and 'two of the hour'. Both

stina and *sđala* are genitive singular (nominatives: *stin*, *sđal*). After numbers two, three and four you use the genitive singular of a masculine or neuter noun.

In its use after numerals we may say that the genitive is used to express *quantity*, 'how much'. We again see it used to express quantity in the next several examples. In Serbo-Croatian you do not say 'I want meat' but 'I want *of meat*' or 'I want to drink *of water*', using the genitive. Of the words in our examples *mljěka* and *měsa* are neuter so the nominative forms are *mljěko* and *měso*; *hljěba* and *krumpiira* are masculine so the nominatives are *hljěb* and *krumpiir*; *vđee* is feminine so the nominative is *vđda*. The accusative is seldom used in this situation. If you said *ěđliim měso*, it would mean 'I want to eat meat without limit'. So you

say *ěđliim měsa* 'I want of meat (that is, some meat)'. In the same way if you say *vđliim jěsl měso*, you mean 'I like to eat meat all the time'.

The example with *gđđinee* shows us that the genitive of a word indicating time is used to designate the period within which something took place: 'this year'.

The other examples show nouns in the genitive after certain prepositions: *od*, *iz*, *kod*. These prepositions (and others you will learn) always have the genitive of the noun, pronoun (and, as you will soon learn, adjective) after them.

Remember you use the genitive to mean 'of' something, to indicate quantity, to indicate 'time within which' and after certain prepositions.

C. PRONOUNS

- a. *ĐNA je đđbro*
ĐNI ěđvee u Aměrici
Mli ěđvliimo u hotelu
KĐ je gopđđin Đělić?
ŠTA je tđo?
- b. *jđa III nđ možem nađći*
- c. *đođđjite nđkad kđd MENE*
tđo bi đđ VAAS biłlo ljepo
nđ lijevo od katedradlee je univerzitet a nđ desno đđ
NJEE je mizej

she's fine

they live in America

we're living in the hotel

who is Mr. Delich?

what's that?

I can't find them

come to my place (literally 'at me') sometime

that'd be nice of you

on the left of the cathedral is the university, and on the right of it is the museum

SKIM don govoriš?
možete li vi ići SNAMA?

d. ČIM se vi zaniimate?

Here are some more pronoun forms. You can recognize the different noun cases both by their endings and by the way they are used. The pronouns often change so much that it is hard to recognize the different cases except by the way they are used. If we pick out first those forms which are used like 'he' in contrast to 'him', we have *ona* 'she', *oni* 'they', *mi* 'we', *ko* 'who?' and *šta* 'what?'. These are all nominative as we can tell by their use. *mi* is used like English 'we' in contrast to 'us', etc. (try substituting 'he', which we have been using as a key word to test nominatives: 'he lives', 'he is Mr. Delich').

One example has *ih* 'them'. This is in contrast to 'they' as 'him' is to 'he', so we recognize it as accusative. It is the short form, like *ga* or *mu* and can never stand by itself or come at the beginning of a sentence. As we had *njega*, *ga* and *njemu*, *mu*, we have *njih*, *ih* for long and short forms.

Most of the remaining pronoun forms follow prepositions. We have *kod mene*, *od vas* and *od nje* that we recognize. The prepositions *kod* and *od* are always followed by the genitive case, as we have just learned, so *mene* and *vas* are genitive of 'I' and 'you'. (Compare the masculine noun, where the genitive and accusative singular are the same when the noun indicates something with animal life.) The word *nje* needs a little

with whom is he talking?
could you come with us?

with what do you occupy yourself?

more explanation. As you know, pronouns are words which may be used in the same place as nouns or in the place of nouns. For example, you say 'he's working' instead of 'the man's working' or 'John's working' as long as the person you're speaking to knows to whom the 'he' refers. In Serbo-Croatian you have the same situation. One person says, '*Kako je vaš madžka?*' and the reply is '*Ona je dobro, hvala.*'. Here the *ona* refers to and replaces the *madžka* of the first speaker's question. Coming back to the examples above, *katedrala* is a feminine noun and so must be referred to or replaced by a feminine pronoun. Since *od* is followed by the genitive, the genitive of the feminine pronoun *ona* must here be used after it to refer to *katedrala*. It is as if you'd say in English, 'on the left of the cathedral is the university and on the right of *her* is the museum'. This form is *nje*.

We have left *skim* and *snama* beginning with *s* and *čim*, all meaning 'with' (something). We notice that both *skim* and *snama* begin with *s*, whereas *ko* begins with *k* and *mi* with *m*. You remember that the instrumental (which these must be, since they mean 'with') often follows the word *sa* 'with'. The *s* here is just the short form of *sa* so that what we have is a combination, *s* plus *kim* and *s* plus *nama*. These are written *s'kim* and *s'nama* in ordinary Serbo-Croatian in order to

show this combination. They have been written *skim* and *snama* here to help you pronounce them correctly. So *kim* is the instrumental of *kò* and *nàma* of *mì*. *kim* (without *s*) is the instrumental of *šì*.

We may now make another pronoun chart, reviewing those we've had and adding those we've just studied. Since *vi* may refer to one or more people, it is designated as 'Sing. or Pl.'.

	Singular		Sing. or Pl.		Plural	
	First Person	Third Person m. f.	Second Person	First Person	Third Person m. f.	
N	<i>jàa</i>	<i>don</i> <i>òna</i>	<i>vi</i>	<i>mì</i>	<i>òni</i>	
A	<i>mène, me</i>	<i>njèga, ga</i>	<i>vàas, vas</i>		<i>njìh, ih</i>	
D	<i>mèni, mi</i>	<i>njèmu, mu</i>	<i>vàma, vam</i>			
G	<i>mène</i>	<i>njèe</i>	<i>vàas</i>			
I				<i>nàma</i>		

Question pronouns:

N	<i>kò</i> 'who?'	<i>šì</i> 'what?'
I	<i>kim</i>	<i>kim</i>

D. VERBS: they

òni ÌDUU u vadroš

òni ŽIÍVEE u Amèrici

stàari ljàudi MOÓRAJUU ò nečem prittati

Here are three familiar verbs in the form for 'they're doing so-and-so'. One ends in *-uu*, the second in *-ee* and the third in *-ajuu*. To understand these forms we

they're going into town

they live in America

old men have to talk about something

may compare them to the other endings of the same verbs:

sg.

ideem I'm going

idee he's going

sg. and pl.

ideete you're going

ideemo we're going

iduu they're going

šivšim I'm living

šivši he's living

mđoraam I must

mđoraa he must

šivšiite you're living

mđoraate you must

šivšimo we're living

šivšee they're living

mđoraamo we must

mđobrajuu they must

We now see that the verb 'to go' has *-ee* in all the other forms but drops it and adds *-uu* in the form for 'they'. The verb 'to live' has *-ii* but drops it and adds *-ee*. The third verb, 'have to', has *-aa* for the other forms but *-ajuu* for the 'they' form. These are all perfectly regular. Every verb which has *-ee* for the other forms has *-uu* for the 'they' form; every one which has

-ii for the others has *-ee* for the 'they' form; and every one which has *-aa* for the others has *-ajuu* for the 'they' form. This rule covers nearly every verb in the language, for aside from a very few irregular verbs, all end in either *-ee*, *-ii* or *-aa* (sometimes these vowels are short) before the present endings.

The verb 'to be'

đni SU kđđ kušee

they're at home

Here is one of our irregulars. The word *su* is our form for 'they are, they're'. Our forms for this verb are, then:

sam I am

ste you are

sno we are

je he is

su they are

E. THE VERB: future

jaa CU pđteeli

I'll start

vrijeme ĆE ovađkoo đstati

the weather will stay this way

vi ĆETE đskoro dođti

you'll soon come

mli ĆEMO iđi

we'll go

đni ĆEE bli kđđ kušee

they'll be at home

You remember that *čemo* 'we'll' may be followed by the *-li* form. Here we have the forms 'I'll, you'll, he'll, they'll, all followed by the *-li* form. When you wish to talk about something that will happen in the future,

jāa ču dštalī
jāa ču dođeli
jāa ču řeli
jāa ču bñli

you use one of these forms along with the *-li* form of the verb telling what is to be done. For example, you could use each of the other *-li* forms in the sentences above after *čui*:

I'll stay
 I'll come
 I'll go
 I'll be

The *-li* form remains the same no matter which of the *čui* forms you use. These forms are:

sg.
čui I'll

sg. or pl.

pl.

čemo we'll

čei he'll (she'll, it'll)

čele you'll

čee they'll

It is important to remember that you never begin a sentence with any of these (or any of the *šam*, etc., except *je*). Many forms of the verb 'to be' do not have

accents of their own and must be spoken together with the word which comes in front of them: *jāa šam*, *mñ čemo* or *řeli čemo*.

F. VERB: Perfective and Imperfective

da vam PRĚSTAVIIM mōju šupřugu
da ŮPIITAAMO dvoř strāaara
ako ovākoō ŐSTANEE
nēka kñše nē POČNUU
čim jāa ŠVŘŘŠIIM

may I present my wife
 let's ask this policeman
 if it stays this way
 let the rains not begin
 as soon as I finish

In our last unit we studied the word *da* 'that, so that', which may be followed by a verb with present endings. In the examples above we have *da* 'that', *ako* 'if', *nēka* 'let' and *čim* 'as soon as' followed by such

forms. However, the forms with present endings of the verbs in the above examples may rarely be used except after such words as *da*, *ako*, *nēka* and *čim*. It will be safest for you at this point to make it a rule never to

use them except after such words. There is a division of Serbo-Croatian verbs into two groups: those whose forms with present endings rarely occur except after *da*, etc., and those whose forms with present endings may freely occur independently and after *da*, etc. The first group includes all the verbs in the above examples. The verbs in this group all indicate the completion of an action, as opposed to an action in progress, repeated, or indefinite as to completion. For example, *završim* means 'I finish', not 'I'm finishing'. Since it indicates the completion of the act of finishing, it cannot be used as a simple present but only in such expressions as 'when I finish', 'if I finish', 'after I finish', etc. To say 'I'm finishing' you would have to use another verb

form. This group which indicates completion we shall call *perfective* (the action being completed or 'perfected'). The other group, which indicates an action taking place over a period of time, repeated, or with no end to it implied, we call *imperfective*. Examples of this type of verb are *ideemo* 'we're going', *živim* 'I live', *volim* 'I like'.

Remember, perfective verbs have no present. They have a set of forms with exactly the same endings as you find on the present of imperfective verbs, but they are used only after such words as *da*, *neka*, etc. and in certain other special ways. Imperfective verbs have presents which may also be used after *da*, etc.

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Serbo-

Croatian, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* in Sections A and B, covering up the English, and reading aloud the Serbo-

Croatian. Check up on anything you do not know, until you are sure of everything.

3. Word Study Review (Individual Study)

Work through the following exercises as in previous units.

A. Repeat these sentences, using the correct Serbo-Croatian pronoun for the English in parentheses:

1. *Jāa tu biti kōd (your place; lit. you) večeras.*
2. *On rāditi s (us) u polju.*
3. *(Who) želi ići u gostionicu sada?*
4. *Tdo bi bilo od (him) ljepo.*
5. *S (whom) oni govoree?*
6. *Jāa sam ići da tee (to you) oni dati prilično sjena dve godine.*

B. Use the correct Serbo-Croatian noun for the English word in parentheses. Be careful to use the right ending. Remember that using the right ending is a matter of habit. You should form correct habits by thorough acquaintance with the *Basic Sentence* and *Listening In* material.

1. *Jāa ideem u mōje (field) da vidiim mōje (hay).*
2. *Dā li vam je dōbra (land)?*
3. *Ljudi govoree da će mōje (crop) biti dōbro ove (year).*
4. *Voliite li vi (rain)?*
5. *Jāa ideem u vatroš sa svđiim (husband).*
6. *Ona ima tri (husbands).*
7. *Oni volee piti (milk).*
8. *(Milk) je dōbro za piti.*

C. Use the correct Serbo-Croatian verb form for the English word in parentheses.

1. *Ako vi (finish) sa svđiim sijenom, mōžete li mēni mōlo (help)?*
2. *Nē, mōraam (bring in) mōje sjeno.*
3. *Jeste li vi (brought in) vašu pšenicu?*
4. *Ako kiše (begin) sada, nē (would be) dōbro za mōje ići.*
5. *Vjerujem da će vrijeime ovākoo (stay).*
6. *Dā li ljudi (say) da će vrijeime (be) dōbro?*
7. *Oni (have) dōbru, crnu zemlju.*
8. *Dā li oni (like) dvo vrijeime?*
9. *Jāa (will go) kući sutra, ako vrijeime ovākoo (stays).*

4. What Would You Say? (Individual Study)

1. Peter wants to know if Mićo is going to his field to see his wheat. Mićo says:
 - a. *Jāa tu pōčeeti sūtra dovđati mōje sijeno.*
 - b. *Mōja pšēnica je kōd kuće.*
 - c. *Jeste, ideem da vidim mōju pšēnicu.*
2. Mićo asks if Peter's crop is good this year:
 - a. *Jāa imaam dōbru, crnu zemlju.*
 - b. *Dā li vam je dōbro bilo ove gōdine?*
 - c. *Jeste, i mōja zemlja je dōbra, ali nije tako rōdna.*
3. Peter asks Mićo how he likes the weather:
 - a. *Mōgu i vāma malo pomōti.*
 - b. *Kāko vđilite dvoo vrijēme?*
 - c. *Ideete li vi i vāše pōlje?*
4. Mićo asks Peter why he should be afraid of the weather, as he has his crop in:
 - a. *Kiše nē bi bile dōbre za mōju pšēnicu.*
 - b. *Zāšto se vi bđjite, vi ste dovđeli vāšu pšēnicu kūtī?*
 - c. *Čim jāa svršiim sa svđjim sijenom, mōgu i vāma pomōti.*
5. Peter thinks the rains won't start yet:
 - a. *Tōo bi bilo dōd vaas hjepe.*
 - b. *Jāa sam čūo da će dvaa gōdina biti rōdna.*
 - c. *Mēni se čini da kiše neēee jōš pōčeeti.*
6. Mićo expresses his uncertainty as to the weather:
 - a. *Vi ēete uskoro dōđti do njihove stārosti.*
 - b. *Mōže biti, da će vrijēme ovākoo dslati a mōže kiša jōš večeras.*
 - c. *Znadte kāko je, stāari ljūudi modrajuu d neēm prišćati.*

SECTION D—LISTENING IN

1. What Did You Say?

Give your answers in Serbo-Croatian for each of the examples in the preceding section. Then give the

English equivalents of all the expressions in the exercise. The Group Leader will direct your work.

2. Word Study Check-Up

As you have done in the previous units, go back to the *Word Study* and give the correct Serbo-Croatian for each English expression, without having to read it from the book. The Group Leader or one of the members of the

group should read the English. As a final check the Group Leader will call for your answers to the exercises in the *Word Study Review* (Sec. C.3).

3. Listening In

With your book closed, listen to the following conversations as read by the Guide or phonograph record. Repeat the Serbo-Croatian immediately after hearing it. After the first repetition of each conversation, check

up on the meaning of anything you do not understand, by asking someone else or by going back to the *Basic Sentences* if no one knows. Repeat again if necessary, then take parts and carry on the conversation.

1. Jack is looking for a restaurant and asks a friendly looking policeman:

Record 10B, after fourth spiral.

Jack: *Izvinite, gospodine, ja sam Amerikadnac i neznam srpski dobro.*

Mozete li mi reci gdje (gdè) obdje (obude) ima dobra gostionica?

Policeman: *Jeste. Zna li vi gdje (gdè) je kina?*

Jack: *Naznam.*

Policeman: *Gdje (gdè) vi želite obdje (obude)?*

Jack: *Želim u Hotelu Kruna.*

Policeman: *Dobro. Idite na lijevo od ovog hotela.*

Uskoro ćete vidjeti kina na desno. Tamo također ima i gostionica.

Jack: *Hvala vam, gospodine.*

Policeman: *Molim.*

Oni također govore i engleski u gostionici, ako vi želite.

Jack: *Hvala, ali ja moram da idem srpski, ako želim ostati obdje (obude).*

Policeman: *Vrlo dobro, do mi je drago.*

Record 11A, beginning.

Jack: Znaš li vi engleski?

Policeman: Ne, ali maoj brat zna vrlo dobro.
On je sada u Americi.

Jack: Gdje (gdè) je on u Americi?

Policeman: Nemaam. On je bio u Čikagu, ali vjerujem
(vjerujem) da je sada u New Yorku.

Jack: Tdo je veliki grad.

Policeman: Jeste, ja znam.
Može biti da tu i ja tamo nekad ići.

Jack: Tdo bi bilo vrlo ljepo (lepo).
i onda tu ja vama pomôći nadeti dobri
gostionicu.

Policeman: Hvala, drdago mi je.
Do vidjeenja.

Jack: Hvala, do vidjeenja.

2. Boško and Ilija talk over their farms and families.

Record 11A, after first spiral.

Boško: Dobar dan, Ilija.

Ilija: Zdravo Boško, gdje (gdè) ideete sada?

Boško: Nemaam. Želimo li da se malo prošeeemo
u polje?

Ilija: Dobro, i mođu vidjeti (videti) mođu pšenicu.

Boško: Gdje (gdè) vam je pšenica?

Ilija: I'ri znaš gdje (gdè) je mođe polje.

Boško: Ideem i ja da vidim mođe sijeno (sèeno).

Ilija: Mođe sijeno (sèeno) je već kod kuće.

Boško: Vdili li vi drvo vrijeme (vreeme)?

Ilija: Vrijeme (vreeme) je dobro, ako kiše ne
počnuu.

Boško: I ja ne volim kiše, jer imaam još kila u
polju.

(They reach Ilija's field)

Ilija: Ovdje (oovde) je mođa pšenica.

Boško: Vidiim da je vrlo dobra.

Ilija: Jeste, i vi će vidjeti (videti) da je mođe
sijeno (sèeno) dobro.

Boško: I'ri imaat ddbru rdnu zemlju.

Ilija: Jeste, i vaše polje ima dōbru crnu zemlju.
 Boško: Vi tebe sestra imate pšenicu kod kuće.
 Možete li meni onda malo pomoći?
 Ilija: Pa dābome da tu vam pomōči.
 Boško: Hvala, jer imam još prilično sijena
 (sēna) u polju.
 Ilija: Kō rāditi svāma u polju?
 Boško: Mōj sin i mōja kćī.
 Ilija: Vās sin Nikola i kćī Ljubica?
 Boško: Jeste.
 Ilija: Pōznaam ih vrlo dōbro.
 Nikola je već veliki mōmak.

Boško: Jeste, ali Ljubica je još dijete (deēte).
 Ilija: A kō je sād kod kuće.
 Boško: Mōja sūpruga.
 Ilija: Gdje (gdē) vam je brāt i šā don rāditi?
 Boško: Nēznaam, vjērujem (vērujem) da rāditi u
 polju.
 Ilija: Stāri ljuđi govore da dva godina nēće
 biti rōdna.
 Boško: Šā dni znāju šā te biti?
 Ilija: Nēmoojte tāko, i dni mōbraju d nelem
 priklati.
 Boško: Jā razūmijem (razūmeem).

SECTION E—CONVERSATION

1. Covering the Serbo-Croatian in the Basic Sentences (Individual Study)

Cover the Serbo-Croatian of the *Basic Sentences* and practice saying the Serbo-Croatian equivalents of the English expressions.

2. Vocabulary Check-Up

Give the Serbo-Croatian expressions for the English equivalents in the *Basic Sentences* as the Group Leader calls for them.

3. Conversation

As you have done in the Conversation in the previous units, begin to converse by following the models outlined below fairly closely; then change the situations somewhat. By now you have a fair amount of material

that you can bring into your conversations. Invent new combinations of subject-matter. Work through these situations, saying in Serbo-Croatian whatever fits the situation, taking parts as you have done in previous units.

1. A meets B on the street. They greet each other and then A suggests to B that they go to a good restaurant. They go in and A asks B what he'd like to drink. B says he'll take some coffee. A calls the waiter and orders coffee for B and milk for himself.

2. A and B ask one another where each is living. A is living in a hotel, B with a Mr. — (giving the name). Each tells the other what street it's on and whether it can be reached by street car or bus. B asks A if he likes the hotel. A says he does, as it's cheap but good. B says Mr. — (his landlord) knows his parents. A asks where B works. He's in the university. B asks A, who is in the bank.

3. A is an American and B is a Yugoslav peasant. A greets B and inquires about his crop. B says it's not good this year. A asks about his family. B says he has a daughter and four sons. A asks how they are. B says they are fine, but his second son isn't at home (*kod kuce* or *kod mène*). A asks where he is. B says he's in America. A asks B's name. He recognizes it and asks if his son is so-and-so. B says yes. A says he knows him well and that he's fine. He tells B that he's an engineer (or tailor, etc.) in — (an American city).

4. The conversation in the *Basic Sentences* ends rather abruptly. Two of you carry on the conversation to a smooth finish.

SECTION F—CONVERSATION (Cont.)

Continue the conversations started in Section E with a review of parts 1 and 2 of that section if necessary.

FINDER LIST

<i>bojím se</i>	бојим се	I fear	<i>čim</i>	чим	as soon as
<i>bi bilo</i>	би било	(that) would be	<i>ja sam čuo</i>	ја сам чуо	I heard
<i>bi bile</i>	би биле	they would be	<i>če</i>	ће	he (she, it) will
		(with such	<i>dobći</i>	доћи	to come
		forms as	<i>ste doveli</i>	сте довели	you brought in
		<i>kiše</i>)	<i>dovoziti</i>	довозити	to bring in
<i>cipele</i>	ципеле	shoes	<i>godina</i>	година	year
<i>crnu</i>	црну	black (before such			
		forms as <i>zemlju</i>)			

<i>jer</i>	<i>jer</i>	because	<i>ovakoo</i>	ОВАКО	thus
<i>kiša</i>	<i>киша</i>	rain	<i>dvee</i>	ОВЕ	this (before such
<i>kiše</i>	<i>кише</i>	rains			forms as <i>godinee</i>)
<i>kuća</i>	<i>кућа</i>	house	<i>dvo</i>	ОВО	(before such
<i>kod kuće</i>	<i>код куће</i>	at the house, at home			forms as
<i>kupiti</i>	<i>купити</i>	to buy	<i>početi</i>	<i>почети</i>	to begin, start
<i>ljepo (lepo)</i>	<i>лијепо (лепо)</i>	nice, nicely	<i>počne</i>	<i>почне</i>	he begins
<i>ljudi</i>	<i>људи</i>	people	<i>pože</i>	<i>поже</i>	field
<i>mogu</i>	<i>могу</i>	I can (the same as <i>mōem</i> ; follow your Guide on which to use)	<i>pomōti</i>	<i>помоћи</i>	to help
		perhaps (literally, it can be)	<i>pričati</i>	<i>причати</i>	to talk
<i>mōže biti</i>	<i>може бити</i>		<i>prilično</i>	<i>прилично</i>	a good deal, a lot
<i>o nečem</i>	<i>о нечем</i>	about something	<i>pšēnica</i>	<i>пшеница</i>	wheat
<i>neće</i>	<i>неће</i>	they won't be	<i>rodna</i>	<i>родна</i>	fruitful (with such
<i>neka</i>	<i>нека</i>	let			forms as <i>zemlja</i>)
<i>nećoote</i>	<i>немојте</i>	don't	<i>samo</i>	<i>само</i>	only
<i>nije</i>	<i>није</i>	isn't	<i>siјeno (sēno)</i>	<i>сијено (сено)</i>	hay
<i>njihove</i>	<i>њихове</i>	their (before such forms as <i>stārosti</i>)	<i>siđari</i>	<i>стари</i>	old (before such
			<i>do njičove</i>	<i>до њихове</i>	forms as <i>ljudi</i>)
			<i>stārosti</i>	<i>старости</i>	to their age
			<i>svōjim</i>	<i>својим</i>	with one's own
<i>ostanee</i>	<i>остане</i>	it remains			(before such
<i>ostati</i>	<i>остати</i>	to remain	<i>svršiti</i>	<i>сврши</i>	forms as <i>siјenom</i>)
			<i>sutra</i>	<i>сутра</i>	(that) he finish
					tomorrow

<i>tačno</i>	тачно	exactly	<i>vaše</i>	ваше	your (with such forms as <i>polje</i> or <i>roditeľe</i>)
<i>odgaa</i>	тога	of that			
<i>iskoro</i>	ускоро	soon	<i>večeras</i>	вечерао	this evening
<i>vadroš</i>	варош	town	<i>vrijeme (vreme)</i>	вријеме (време)	weather
<i>vama</i>	вама	to you (the same as <i>vam</i>)	<i>žito</i>	жито	grain

(Note: The Croatian—and Serbian—alphabets consider *lj* and *nj* as single letters so they are put after *l* and *n* respectively.)

REVIEW

To the Group Leader: This unit is intended to furnish the group with a review of all the work done to date: understanding of vocabulary, use of vocabulary, and grammar. Pronunciation should be carefully watched whenever the students are talking. Either the Guide or, if there is no Guide, the Leader and other students should correct faulty pronunciation.

This unit provides several tests which will help you to make sure that you have thoroughly covered the work of the first five units of the course. They will show you what you need to restudy or review.

SECTION A—UNDERSTANDING SERBO-CROATIAN

1. *True-False Quiz, Part 1*

Prepare for this quiz by taking a sheet of paper and writing down the numbers 1 through 20. When this is done, the Guide or the records will say twenty statements for you. Each one will be given by number and will be spoken twice. As you hear each statement, decide whether it is *usually* true or *usually* false. Don't go into particular cases, but just decide whether the statement would *ordinarily* be true or false. If you think the statement is true, mark *T* opposite the number corresponding to the number of the sentence that has just been spoken. If you think it's false, mark *F* opposite the number. The first statement will be a practice one and will show you just how you are to proceed with the rest of the sentences.

After you have taken the quiz, the Leader will go through your answers with you as a group and will tell you which statements are true and which are false. Grade your own papers, counting one for each correct answer. The Leader will figure out the average grade for your group. If your grade falls below the average of the group as a whole, you need more study and review of the previous units.

Go over the sentences again as a group with the Guide or records. For each item on which you are wrong, be sure that you understand just why you are wrong and what the true meaning of the item is.

To the Group Leader: The record to play is number 11B, from the beginning. There is a spiral after the first statement; lift the needle after this one and ask the group if they all understand how to go about it. If there is any question, go over the above instructions again. If you have a Guide who is to give the statements, you should precede each one by saying 'Statement One', 'Statement Two', and so on. Let the Guide say each one twice, with a little pause after each time. Be sure not to lose count. Do not go through the test a second time until the results have been graded. Let each person grade his own paper as you read the answers from the *Guide's Manual*. Take the quiz with the rest of the group.

2. True-False Quiz, Part 2

Now the Guide, or the records, is going to recite for you thirteen short conversations. First listen to the first conversation, with your books closed. After hearing it once, the Guide, if you have one, will read several statements to you in the same manner as he did in Part 1 of this quiz. Each of these statements is about the conversation you have just heard, and if you understand the conversation, you will know whether each of the statements is true or not. If the statement is true, put down a *T*; if it is not, put down an *F*. Put numbers 1 through 5 after each conversation number on a piece of paper, except for conversation 11, which has only four true-false statements. Put your *T*'s and *F*'s after these numbers as you did in Part 1 of this

quiz. Since the statements are not on the records, they are given here. If you have no Guide, one of the group who has a good pronunciation will read them to you. Do not look at them before you have taken this quiz or you will not get a good idea of your ability to understand Serbo-Croatian from this test.

When you have heard and marked the statements for the first conversation, the Guide or the records will give you the next, and so on.

Remember to *keep your books closed* as you listen to each conversation, and *do not* read the true-false statements for a conversation until the quiz is over. You may then read them as a check on your answers and to discuss them with the rest of the group.

To the Group Leader: The first five conversations are on Record 12A, the next four on Record 12B, and the rest on Record 13A. There are spirals between the conversations, so you'll have no trouble finding your place again after each conversation is played and the statements marked by the group.

Do not play any conversation twice. Once through is enough; any replaying or repetition by the Guide will spoil the value of the test.

After going through them all, refer to the *Guide's Manual* for the answers and let each member of the group grade himself, as before. Average their grades to give them an idea of how each stands in regard to the others. Any student who gets less than the average number of answers or less than 80% (whichever is higher) correct,

on either part of this True-False Quiz, needs more thorough study and review of the preceding units. Be sure that the students understand the meaning of all the items which they got wrong; those are the items on which their comprehension is weak, and they need further study either on vocabulary or sentence construction.

Statements for Conversation 1-13:

For Conversation 1.

1. Brđanko idee da vidi stjeno u polju.
2. Mito može ići sa Brđankom.
3. Brđanko vidi da Mito lakodjer ide na stanicu.
4. Brđanko želi ići u kino, ali Mito ne voli ići.
5. Brđanko nena u koliko saditi kino počinje.

For Conversation 2.

1. Petar želi ići u Beograd.
2. Strđaar nena gdje je željesnička stanica.
3. Petar želi da zna u koliko saditi vosa dola.
4. Strđaar voli vidjeti vosa.
5. Petar i strđaar idu skupa na stanicu.

For Conversation 3.

1. Gospodja Delić nena stpski.
2. Gospodjica Jović voli ići u gostionicu i jesti.
3. Gospodin Delić ne želi jesti, jer don i gospodja Delić idu u kino.
4. Don ne može nadći gostionicu.
5. Oni su skupa idu jesti.

For Conversation 4.

1. Jovan želi nadći banku.
2. Strđaar mđara da zna daakle Jovan dola.
3. U banku se ide najlakše autobusom.
4. Jovan bi volio promijeniti njegove cipele u banci.
5. Autobus staje na uglu ilice.

For Conversation 5.

1. Petar ne voli dvoe vrijeme.
2. Mito ima još prilično stjena u polju.
3. Petar ima samo kder kod kuće.
4. Mito vjeruje da bi kša bila dobra za pšenicu.
5. Petar mđara dovodi kti kti.

For Conversation 6.

1. U gostionici ima samo mđesa i hjeđa.
2. Jovan želi jesti, ali je skuipo za njega.
3. Jovan voli doći dpeel, jer sad nēma nvaaca.
4. Kdnobaar ima samo kafu i čaj za piti.
5. Kdnobaar vjeruje da će Jovan dpeel doći.

For Conversation 7.

1. Gospodin Dellić dolazi iz New Jorka.
2. On pomaže gospodina Johnsona vrlo dobro, jer gospodin Johnson i don dolazi iz Amerikee.
3. Gospodin Johnson je Amerikanaac i dolazi iz Čikaga.
4. Gospodin Dellić govori sa gospodinom Johnson.
5. Gospodin Johnson ne pomaže gospodina Dellića ali pomaže njegove roditelje u Čikagu.

For Conversation 8.

1. Gospodin Dellić želi vidjeti muzej.
2. Stržbaar traži muzej, jer je vrlo znamenit.
3. Gospodin Jobvić voli da vidi katedralu.
4. Stržbaar ima gradske mapu ali ne može naći muzej.
5. Muzej je na desno od univerziteta.

For Conversation 9.

1. Branko je čuo da ljudi govore da će dva godina biti rđna.
2. Čim Petar svrši sa svojim sijenom, don će pomoći Miću.
3. Mićo želi ići u vatroš kupiti cipele.
4. Branko voli da se malo razgovara sa Mićom.
5. Mićo ne voli ići da se razgovara se Brankom jer mđora dđmah kupiti cipele.

For Conversation 10.

1. Jovan vjeruje da Mićo ima polje za sijeno i kito.
2. On voli da zna ako Mićo ima dobru zemlju.
3. Mićo će pomoći Jovanu dovesti sijeno kiti.
4. Mićo želi ići u polje da vidi pšenicu.
5. Mićo nema polje, jer je don brisao.

For Conversation 11.

1. Gospodin Dellić i gospodin Jobvić idu u vatroš vidjeti muzej.
2. Oni vide katedralu, banku i hoteel.
3. Jobvić vjeruje da je hoteel muzej.
4. Dellić želi ići u banku pa onda na univerzitet.

For Conversation 12.

1. Gospodin Dellić voli ići u kito ako je dobra slika lamo.
2. Gospodin Jobvić vjeruje da je vrlo dobra slika i želi ići sa gospodinom Dellić.
3. Oni su sastali gospođicu Vuć i oni idu svi skupa u muzej.
4. Gospodin Dellić ne voli ostati gdje su gospođica Vuć i gospodin Cetrić.
5. Gospodin Jobvić i gospodin Dellić idu kiti samo da se razgovaraju.

For Conversation 13.

1. *Ilja nđanaa šid sđpruga i stin rđadee.*
2. *Sđpruga i stin gospđđina Iljee iduu u vadroš.*
3. *Oni vđlee kuđpiit cipele i mđže bit i mđlo mđesa i krđmpira.*

4. *Ilja ne vđruje da tee đni bit kđd kuće, večeras.*
5. *Krđjaat te dođet vđjetl Bđška i Ilja takodđer želit da ga vđti.*

SECTION B—HOW WOULD YOU SAY IT!

(For outside preparation or Individual work in class time.)

Go through the following English sentences and prepare to say the equivalents for the English at your next group meeting. *Do not write anything down*, but say the Serbo-Croatian equivalents out loud and keep

practicing them aloud until you have the Serbo-Croatian down so cold that when the English is fired at you point-blank you can fire the Serbo-Croatian right back without any hesitation.

I

1. Good morning, Mr. Delich. How are you today?
2. I'm fine, thank you, and you?
3. I don't understand you.
4. Don't speak so fast. Please speak a little slower.
5. Excuse me, where is the railroad station?

6. Go to the left and then to the right.
7. The hotel is straight ahead.
8. I want some cigarettes and matches, please.
9. I want some bread and coffee.
10. How is that called 'in Serbian (or, Croatian)?

II

1. Where do you come from?
2. My name is Williams; I'm an American.
3. What are you doing here in America?
4. How is your mother today?
5. May I present Mr. Ward.

6. I'm sorry, but my wife doesn't know English.
7. You speak Serbian (or, Croatian) very well.
8. Where are you going now?
9. We're going to the movies.
10. We'll all go together.

1. I'm going to the bank to change some money.
2. How does one get to the railroad station, please?
3. I have to get my baggage at the station.
4. We can go either by bus or by trolley.
5. The trolley stops there on the corner.
6. Please give us a map of the city.

III

7. Let's take a walk through the city.
8. The cathedral and museum are very famous.
9. Excuse me, officer (sir), could you please tell me where the museum is?
10. I don't want to go into the center of the city.

IV

1. Who is Mr. Delich and what's his occupation?
2. He's still a clerk in the hotel.
3. With whom is he talking?
4. He's talking with a policeman.
5. The policeman knows his parents in America.
6. Your son must be a big fellow by now.

7. I haven't seen your brother today.
8. Could you come with us?
9. Yes, I'd love it, thank you.
10. I'm sorry, but we're going with Mr. Jovich at 7:00 o'clock.

V

1. I'm going to the field to see my wheat.
2. Do you have a good crop this year?
3. He has good fertile ground.
4. I like this weather, but I don't think it'll stay this way.
5. I'll start to bring in my wheat tomorrow.
6. Do you still have a lot of hay in the field?

7. As soon as he finishes with his hay, he can help me a little.
8. It seems to me that old men have to talk about something.
9. This year will be a good (fruitful) one, or so I've heard.
10. I'm going to town to buy shoes, but I'll be home tonight.

SECTION C—HOW DID YOU SAY IT?

To the Group Leader: Simply follow the directions given below.

This Section is a drill on the work you have done in Section B of this unit. Keep your book closed. The Leader will call on members of the group (but not in any fixed order) to speak the Serbo-Croatian equivalents of the English sentences given in Section B.

The work must be kept moving rapidly, and interest should never lag. If the Guide is present he is to listen and correct your pronunciation and expressions.

This section is intended to give you a check on your ability to use the vocabulary you have learned

SECTION D—HOW WOULD YOU SAY IT?

(For outside preparation or individual work in class time.)

Go through these English sentences and prepare to say the equivalents for the English, just as you did in Section B of this unit. Do not write anything down,

1. Yes, they have three sons.
2. What does the third son do?
3. My second brother is a soldier.
4. What are they doing in Serbia?
5. The third is a tailor and lives in Belgrade.
6. One is a doctor and works in America.

1. What's your father's occupation?
2. Do you have a daughter also?
3. He wants to be a doctor, like my first son.

but have everything well fixed in your mind, and ready to speak in the next group meeting.

I

7. My brother's a shoemaker, but I still consider him a child.
8. Yes, his son is a student. He's learning English.
9. It seems to me he has a son.
10. What did you say?

II

4. Yes, my daughter is in the hospital as a nurse.
5. We have a daughter, also, but she's married.
6. Is your brother well paid?

7. Her father is an engineer.
8. Engineers are well paid.

9. Yes, her husband earns good money.
10. Excuse me, I really should go right away.

III

1. Come over to my place, so we can talk.
2. Thank you, I'm glad we met again.
3. Is he speaking too fast?
4. Give me a glass of water, please!
5. What time does the movie begin?
6. The Hotel Palace is on Miloshev street.

7. Let's ask this clerk.
8. They'll order it brought (that it be brought) to you.
9. You don't have to go there for that.
10. What do you have here to see?

IV

1. How do you get there easiest?
2. The bus stops on the other side of the street.
3. That's the cathedral there, do you see it?
4. Excuse me, are you Mr. Delich?
5. Good evening, Mrs. Delich. How do you like this weather?

6. How much does all that cost?
7. What time does the train leave?
8. Seven and four are eleven.
9. The train arrives at five thirty.
10. Certainly, I know him very well.

V

1. Have you gotten your hay in?
2. Yes, and today I'll begin to bring in my wheat.
3. That'd be nice of you.
4. Do you believe the rains will begin tonight?
5. Where are your wife and daughter today?
6. You'll soon reach their age.

7. You know how it is.
8. Rain wouldn't be good for my wheat.
9. I'm afraid of that.
10. Do you want to go to the movies? I believe there's a good picture today.

SECTION E—HOW DID YOU SAY IT?

To the Group Leader: Simply follow the directions given below.

As in Section C, the Leader will go around the group and ask various members to supply (with books closed) the Serbo-Croatian equivalents for the sentences given in Section D. If the Guide is present, he

will listen and correct pronunciation and expression. This section is intended to give you a check on your understanding of the way the language is built and functions.

SECTION F—CONVERSATION

The members of the group will carry on short conversations lasting not more than 1 to 2 minutes, in which the entire contents of the preceding units should be used. Everyone should have a chance to take part as many times as possible. The situations of the con-

versations should be varied and combined as much as possible. Each conversation should begin with greetings and inquiries after each other's health, and should end with formal leave-taking. Here are just a few out of many possibilities for conversations:

1. Meeting friends on street.

(Include: questions about each other's health, health of parents, health of brother, son or daughter, where they are living now.)

2. Meeting a stranger and introducing oneself.

(Include: statement of names, questions and answers about where you come from, where you work, where you're living now, what you're doing.)

3. Introducing people.

(Include: introducing a friend or relative to someone,

questions as to where from, languages spoken, ask where going now.)

4. Meeting a friend.

(Include: questions as to where friend is going, suggestion that you both go to a restaurant, discussion of where best to go, what each wants.)

5. Asking directions for sightseeing trip.

(Include: questions as to what there is to see, where it is, how best to get there, asking for map of city.)

6. In a restaurant.

(Include: questions and answers about likes and dislikes, ordering a meal, asking prices, discussion of prices, adding total, paying.)

7. Farming.

(Include: discussion of land, what crops you have, whether they are yet in the field or in, how the weather will be.)

8. Trades.

(Include: what your trade is, what your father's is—or was, what you'd like to be, how well you're paid.)

9. Finding your way.

(Include: how to find a restaurant, hotel, bank, railroad station, etc.)

PART TWO

UNIT 7

A PLACE TO LIVE

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, concentrating on the *Aids to Listening*, then do the *Hints on Pronunciation*; go once through the *Basic*

Sentences individually, and then read the section on the *Cyrillic alphabet*. The last time through individually, notice also the *Conventional Cyrillic Spelling*.

1. Basic Sentences

Record 13A, beginning.

Jack, Harry and John are looking for a room. They knock on the door of a rooming house and the landlady appears.

—ENGLISH EQUIVALENTS—

—AIDS TO LISTENING—

—CONVENTIONAL CYRILLIC SPELLING—

Good morning, madam.

Jack
Dobro jutro, gđspodjo.

Добро јутро, госпођо.

gentlemen!
Good morning, gentlemen.

Landlady
gđspodo
Dobro jutro, gđspodo.

господо
Добро јутро, господо.

we heard
rooms
for rent
We heard (that) you had rooms to
rent.

Jack
mi smo čuli
sobe
za iznajmili
Mi smo čuli da vi imate sobe za
iznajmili.

ми смо чули
собе
за наџајмити
Ми смо чули да ви имате собе за
наџајмити.

of rooms
How many rooms do you want?

possible
three rooms
If possible, three rooms.

two rooms
I have only two rooms at present.

at some day
empty
but any day there's a possibility I'll
have another vacant room.

to be satisfied
with that
which
short time
We'll be satisfied with what you have
for a short time.

Landlady
sđobaa
Kòliko sđobaa vi kèlile?

Jack
moguće
tri sđbe
Ako je moguće, tri sđbe.

Landlady
dvjje (dvě) sđbe
Ja imam za sada samo dvjje (dvě)
sđbe.

za kojii dđan
praznu
ali za kojii dđan tu moguće imati
još jednu sđbu praznu.

Jack
zadovoljiti se
srim
što
kratkoo vrijeme (vreme)
Mi ćemo se zadovoljiti srim što
imaate za kratkoo vrijeme
(vreme).

соба
Колико соби ви желите?

могуће
три собе
Ако је могуће, три собе.

двје (две) собе
Ја имам за сада само двје (две)
собе.

за који дан
празну
али за који дан ћу могуће имати
још једну собу празну.

задовољити се
о'тим
што
кратко вријеме (време)
Ми ћемо се задовољити о'тим што
имате за кратко вријеме (време).

If you will
to look at
May I show you the rooms?

Yes, please.

wide
airy
light
The rooms are nice; large, airy and
light.

Where's the bathroom?

bathtub
always
hot water

Record 14A, beginning.

Here it is. It has a tub and there's
always hot water.

Landlady
izvòlle
pògledati
Izvòlle pògledati sobel

Jack
Jèste, molim.

(They go in.)
Landlady
pròstrane
zračne
svijétle (sveétle)
Sòbe su dòbre, pròstrane, zračne i
svijétle (sveétle).

Jack
Gdje (gdè) je nužnik?

Landlady
bànju
ùvjek (ùvek)
ìdpluu vòdu

Oòvdje (oòvde) je; imaa bànju i
ùvjek (ùvek) ìdpluu vòdu.

изволте
погледати
Изволте погледати собе!

Јесте, молим.

простране
зрачне
свијетле (светле)
Собе су добре, простране, зрачне
и свијетле (светле).

Гђе (где) је нужник?

бању
увјек (увек)
топлу воду

Овђе (овде) је; имам бању и увјек
(увек) топлу воду.

are they?
clean
Are the rooms always clean?

naturally
they are
Naturally they are!

you charge for
each
How much do you charge for each
room?

the usual price
in this part
a hundred
twenty
weekly
The usual price for a room in this
part of the city is 120 dinars a
week.

too much
for us
That's a little too much for us.

Jack
jèsu li
èisle
Jèsu li sòbe àwèk (àwèk) èiste?

Landlady
ndravski
jèsu
Ndravski, jèsu!

Jack
račùnaale
svàkuu
Kòliko vi račùnaale svàkuu sòbu?

Landlady
òbìlènaa cijèna (cèèna)
u òvom prèèdèlu (prèèdelu)
stòtina
dvaddeset
nèdeeljno
Òbìlènaa cijèna (cèèna) u òvom
prèèdèlu (prèèdelu) gràda je
stòtina dvaddeset dìnaaraa nèdeeljno.

Jack
prèvišee
zà naas
Tòò je zà naas màlo prèvišee.

jèsu li
chìote
Jèsu li sòbe àwèk (àwèk) chìote?

ndravski
jèsu
Ndravski, jèsu.

računate
svàku
Kòliko vi računate svàku sòbu?

òbìlènaa cijèna (cèèna)
u òvom prèèdèlu (prèèdelu)
stòtina
dvaddeset
nèdeeljno
Òbìlènaa cijèna (cèèna) u òvom pre-
dèlu (prèèdelu) gràda je stòtina
dvaddeset dìnara nèdeeljno.

prèvišee
zà naas
Tòò je zà naas màlo prèvišee.

I thought
I thought so too.
because of that
to give
eighty
and so I'll give you each room for 80
dinars a week.

to occupy
Good, can we take 'em today?

of any kind of clothes
You can, but do you have anything
more in the way of clothes?

everything
Everything we have is here.

Before you go through the *Basic Sentences* a second time, study the following:

Accent

You have already become acquainted with words
which have varying accents according to the ending

Landlady
jāa sam mīslīla
Tāko sam i jāa mīslīla.
zbdg logaa
dāli
osamddseet
i zbdg logaa dāli lu vam svākuu
sōbu za osamddseet dīnaaraa
ndēeljno.

Jack
zaiizeeti
Dōbro, mōžemo li ih jōš dānas
zaiizeeti?

Landlady
kākovee rōbee
Mōžete, a imāate li vi jōš kākovee
rōbee?

Jack
svē
Svē što imāamo tōo je ovīje (ovude).

ja sam mislila
Тако сам и ја мислила,
због тога
дати
осамдесет
и због тога дати ћу вам сваку собу
за осамдесет динара недељно.

заузети
Добро, можемо ли их још данас
заузети?

какове робе
Можете, а имате ли ви још какове
робе?

све
Све што имамо то је овђе (овде).

2. Hints on Pronunciation

which they have. For example: *pisaa*r, but *pisad*ra;
*pisad*ru, etc.; *hōteel* but *hoteel*u, *hoteel*ā, etc.; *govōrit*im,

[7-A] 135

gòvoritiš, etc., but *gòvriti* and *gòvriti*. These changes follow a great number of different patterns. It will be easiest for you to simply learn the changes of accent, if any, which each word has. Many words have the same

PRACTICE

Record 14B, beginning.

JAA sam ddbro

I jaa sam ddbro

VAAŠA sùpruga I vāš stin

òni su kòd KUČEE

vī ste dovēli VAAŠU pšenicu KŪČI

Ū VAŠE PŌLJE

īmaam prīlično sījēna Ū POLJU

You have here both *jāa* and *jaa*, *vāša*, *vāšu* and *vāše*, *kūči* and *kūtee*, *pōlje* and *polju*. Notice that when these words have no accent they are pronounced together with the word just preceding: *ī jaa*, *kòd kūtee*, etc. Repeat your pronunciation practice keeping this in mind.

There is another set of words in the above sentences which are sometimes accented and sometimes not. These are *i* and *u* (also *kòd*, though no example of this word without accent has been given you). Notice that they are always accented when the word after them—*jāa*, etc.—isn't accented. We have here two kinds of

accent in all forms, as *māajka*, *māajku*, *māajci*, etc., and these will of course cause you no trouble. There is still another group of words which sometimes have an accent and sometimes not. Compare these forms:

I'm fine

I'm fine, too

your wife and your son

they're at home

you've gotten your wheat in (lit. to the house)

into your field

I have a lot of hay in the field

words in respect to accent: those which lose their accent when they follow certain words and those which cause the following word to lose its accent, if possible, and which then take this accent themselves. Since the accent on *pōlje*, *jāa* and the others goes back to the preceding word whenever possible, we say that these words have *recessive* (going back) accent. Those words which are only accented when they are before others with recessive accent we call *proclitics*. A proclitic is a word which is pronounced together with the word which follows it. We therefore say that *pōlje*, *kūča*, *jāa*, etc. have recessive accent and that *i*, *u*, etc. are proclitics.

It should be added that the shift of accent from a word to a proclitic is optional. That is, many speakers (perhaps also your Guide) keep the accent on the word

itself and rarely accent the proclitic. Such a speaker would say *kod kuće, u vaše polje, u polju*, etc., though he would also sometimes say *kod kuće*, etc.

3. The Cyrillic Alphabet

The Cyrillic alphabet, used in the third column of your *Basic Sentences*, is very simple and can be learned in an hour or two. Here is the Latin alphabet and the Cyrillic equivalents:

A	a	А	а	Л	l	Л	л
B	b	Б	б	Лј	lj	Љ	љ
C	c	Ц	ц	M	m	М	м
Č	č	Ч	ч	N	n	Н	н
Ć	ć	Ћ	ћ	Nј	nj	Њ	њ
D	d	Д	д	O	o	О	о
Dž	dž	Џ	џ	P	p	П	п
Đ	đ	Ђ	ђ	R	r	Р	р
E	e	Е	е	S	s	С	с
F	f	Ф	ф	Š	š	Ш	ш
G	g	Г	г	T	t	Т	т
H	h	Х	х	U	u	У	у
I	i	И	и	V	v	В	в
J	j	Ј	ј	Z	z	З	з
K	k	К	к	Ž	ž	Ж	ж

Be careful not to confuse *b* (б) and *v* (в), *i* (и) and *n* (н) or *h* (х), *p* (п) and *r* (р).

Now go back to the *Useful Words and Phrases* in Unit 1 and compare the Cyrillic column with the Latin (middle) one. Read each word or phrase over carefully,

making sure you recognize each Cyrillic sign and what its equivalent is in the Latin. The letter *d* is the *dj* of *djaak*.

Note that the Cyrillic never has double vowels for length and that the accents are not marked. After you have been through all of the *Useful Words and Phrases* this way, cover up the Latin column and see if you can read off the Cyrillic without trouble. You will find that it is quite easy and that only a few of the signs give

you difficulty. Go through the *Basic Sentences* of all the Units you have had, reading the Cyrillic of each. From now on always read the Cyrillic as you first study the *Basic Sentences*, using the Latin for accents and vowel length.

SECTION B—WORD STUDY

1. Word Study (Individual Study)

A. HOW TO USE YOUR CASES—Accusative

Group 1

Nitsam video vāšega BRĀTA
don īmaa jēdnooga SĪINA
don slīužīī dōbar NŌVAC
pīttālī tēmo PISAĀRA
da ūzmeem mōžu BAGAAŽU

I haven't seen your brother
 he has one son
 he earns good money
 we'll ask the clerk
 to get my baggage

Group 2

mōdoraam ītī u BĀNKU
hājdemo u MŪZEJ
īdeemo u KIĪNO
da se prōšeetemo krōz GRAAD
mōdoraam ītī na žēljeznītkuu STĀNICU
dā lī da īdeemo na UNIVERZITĒET?

I have to go to the bank
 let's go to the museum
 we're going to the movies
 let's walk through the city
 I have to go to the railroad station
 shall we go to the university?

Group 3

dōbro JŪTRO
lāku NŌOC

good morning
 good night (literally, a light night)

In Group 1 all of the examples are used after verbs in the way we use 'him'. We could say 'I haven't seen *him*', etc. We call a word in such a case the 'object' of the verb.

In Group 2 the examples follow prepositions. Some prepositions are always followed by the accusative. *kros* is one of these. Both *na* and *u* mean 'to, towards' when followed by the accusative but both may also

take the dative and have then different meanings (*na* meaning 'on, upon' and *u* 'in, inside').

In Group 3 the examples are greetings and are in the accusative. This can be seen only from *laku ndot*, where the ending *-u* on *laku* shows it is feminine accusative singular. (*ndot* is a feminine *-i* noun.) *jatro* would of course be the same were it nominative or accusative. You need only learn such expressions as they are without worrying about the form.

B. NOUN: plural

Masculine

njen miku je INZINIIR
INZINIIRI su ddbro pladeti
pdanaale li mofe RØDITELJE?
promijéniti NØVAACAA

Here are four different forms. One, *inziniir*, you recognize as nominative singular. The second has an ending *-i*, the third *-e* and the fourth *-aa*. If you try substituting a pronoun for the form in *-i*, it will be *oni* 'they'. In the same way *ih* 'them' would take the place of *mofe røditelje*. In other words, the contrast between the *-i* form and the *-e* form is the same (approximately) as that between 'he' and 'him', 'they' and

her husband is an engineer
 engineers are well paid
 do you know my parents?
 to change some money

'them'. We see, then, that *-i* is nominative and *-e* accusative plural masculine. The form in *-aa* indicates quantity 'some money' and is the genitive plural, literally 'of monies'.

(Note: the ending *-e*, accusative plural masculine, is used for all masculine nouns whether they designate living or non-living things.)

Feminine *-a* nouns

vi imaate SØBE
SØBE su ddbre
kðlika SØCBAA vi ððliite?

you have rooms
 the rooms are nice
 how many rooms do you want?

We have here only two different forms, one in -e and the others in -aa. If we test them by substituting 'they' and 'them', we would say, 'you have *them*', 'they are nice' and 'how many of *them* do you want?'. In this way we see that the first *sòbe* is like 'them' and so accusative and the other like 'they' and so nominative. In other words, feminine -a nouns have only one ending (-e) for both nominative and accusative plural. The 'of' form, ending in -aa, is of course genitive and is the same ending we have for the masculine nouns. This -aa ending always has a double (long) vowel in the

syllable just before it. Notice that in both *sòbaa* and *ndəaaca* the vowel in the syllable just before -aa is double, *oo* and *aa*, though it is single in *sòba* and *ndəac*. You have also had *cigaretaa* (Nom. sing. *cigareta*), *šibicaa* (Nom. sing. *šibica*), etc.

We have now added these endings to our list:

Plural	m.	f. (-a)
Nom.	-i <i>inšinitri</i>	-e <i>sòbe</i>
Acc.	-e <i>inšinitre</i>	-e <i>sòbe</i>
Gen.	-aa <i>inšinitraa</i>	-aa <i>sòbaa</i>

1. Short endings

Masculine

je li don dòbro PLAAĆEN?
inšinitri su dòbro PLAAĆENI
JĖDAN je liječnik
don slauški DÒBAR ndəac
đni su vto ZNA MENITI

Feminine

maja zemlja je DÒBRA
ali nije tako RÒDNA
jaa imaam DÒBRU i RÒDNU, ČRNU zemlju
imaate li JĖDNU sòbu PRAAZNU?
sòbe su DÒBRE, PRÒSTRANE i SVIJETLE
jesu li uvijek ČISTE?

C. ADJECTIVES

is he well paid?
 engineers are well paid
 one is a doctor
 he earns good money
 they're very famous

my land is good
 but not so fertile
 I have good, fertile black earth
 do you have a vacant room?
 the rooms are nice, spacy and airy
 are they always clean?

Neuter

dà li vam je DÒBRO žito?
 ido je SKUÚPO
 ido je JĚFTINO
 ŌČEVO ime je Jovan Delich

The emphasized words here have the same endings that you have learned for the nouns. There are forms with no ending, such as *plàaten*, *jèdan* and *dòbar* and forms with endings, such as *znàmeniti*, *dòbra*, *dòbru*, etc. If we consider how they are used, we find that *plàaten* and *jèdan* are nominative (try substituting 'he', 'is that one he?', 'he is a doctor') while *dòbar* is accusative ('he's earning him'; you get the point even though the English sentence sounds a little strange). We see, then, that we have the same form as the masculine nominative and the masculine accusative of nouns not designating something with animal life (that is, no ending). In fact, these words all refer to or describe masculine words in the context (*plàaten* refers to *inžinir*; *jèdan* to one of the sons previously mentioned; and *dòbar* goes with the masculine word *ndvac*). Our other forms, *znàmeniti* and *plàateni* have the ending *-i*, which we have just learned is the masculine nominative plural ending. These words are not nouns but describe nouns. Such descriptive words we call 'adjectives'.

The next group of adjectives has familiar feminine endings: *-a* (nominative, *dòbra*), *-u* (accusative, *dòbru*, etc.), *-e* (nominative and accusative plural, *dòbre*, etc.). One of the distinctive features of adjectives is the fact that they may have different endings for masculine,

do you have a good crop?
 that's expensive
 that's cheap
 father's name is John Delich

feminine and (as you will soon see) for neuter, the same word having masculine endings when used with or referring to masculine nouns (as *dòbar* in *dòbar ndvac*), feminine endings when used with feminine nouns (as *dòbru* in *dòbru zemlju*), etc. The endings are singular or plural, also, just as in the noun or nouns they accompany or to which they refer. This we call the 'agreement' of an adjective with its noun. The adjective 'agrees' with its noun in gender (m., f., or n.), number (sing. or pl.) and case (Nom., Acc., etc.).

The last group are adjectives with neuter endings: *dòbro*, *skuúpo*, *jěftino*, *òčevo*. The ending here is *-o*, and although it is nominative in all the examples, the accusative would be the same. Both *skuúpo* and *jěftino* agree with *ido* 'that', which is neuter. Note that *òčevo* means 'pertaining to father'. It is not general, like *fatherly*, but refers to a specific person, so that *òčevo ime* means 'the name of the father in question'. In our sentence it means 'my father's'.

We now have for our adjectives these endings:

	m.	f.	n.
Nom. sg.	no ending	-a	-o
Acc.	no ending	-u	-o
Nom. pl.	-i	-e	
Acc.		-e	

2. Long endings

Masculine

don je VĚLIKII mōmak

DRŮGII je vōjnik

TRĚCII je krōjaač

mōoj PRVĪI sīn

don imaa JĚDNOOGA stina

Feminine

ŌBIČNAA cījēna sōbee

gdjē je ŽĚLJEZNIČKAA stānica?

mōoraam ičē na ŽĚLJEZNIČKUU stānicu

autobus stāje na DRŮGOOJ strādni ūlicee

imaa TŌPLUU vōdu

kōliko vi račūnaale SVĀKUU sōbu?

Neuter

za KRĀTKOO vrijeme

Here are some more examples of adjectives. The first four have the ending *-ii*. If we test these, we find that they are all nominatives ('he's a soldier', 'he's a tailor', etc.). The next example, *jednooga* with an *-ooga* ending, is accusative ('he has him') and goes with the accusative *stina*. Since *stina* is a noun which has 'life', we may assume that the *-ooga* ending for the adjective is like the *-a* ending of the noun, used only for the accusative of 'life' nouns. The accusative of adjectives when referring to masculine 'non-life' nouns would be the same as the nominative, as it is in the noun and the

he's a big fellow

the second's a soldier

the third's a tailor

my first son

he has one son

the usual price for a room

where's the railroad station?

I have to go to the railroad station

the bus stops on the other side of the street

there's hot water

how much do you charge for each room?

for a short time

adjective with short endings. So *-ii* is both nominative and accusative, and *-ooga* is accusative of 'life' adjectives.

The feminine adjectives in the next group have the endings *-aa* (nominative, *ōbīčnaa*), *-uu* (accusative, *tōpluu*), and *-ooj* (dative, *drūgooj* with *strādni*, a feminine *-a* noun). Notice that the only difference between the short adjective endings for nominative and accusative feminine and the 'long' ones is the double (long) vowel for the latter. This is true also of our only neuter example quoted above, *krātkoo*, with *-oo* (here

accusative after *za*, but the nominative ending is of course the same).

	m.	
	Short	Long
Nom. sg.	<i>dòbar</i>	<i>dòbrìi</i>
Acc.	<i>dòbar</i>	<i>dòbr:i</i> <i>dòbrooga</i>
Dat.		
Nom. pl.	<i>dòbrì</i>	
Acc.		

Notice also that *dòbar* has an *a* which is not present in any of the other forms (compare *jèdan*, *jèdnooga*, *jèdnu*). It only occurs in the adjective if there is no ending. We may call this 'moveable "a"'. We shall also find it in verb forms, nouns, etc.

There is very little distinction in meaning between the two types of adjective endings. Some adjectives,

Using the adjective *dòbar* 'good' as an example, we may compare our short and long endings:

	f.			n.	
	Short	Long		Short	Long
	<i>dòbra</i>	<i>dòbraa</i>		<i>dòbro</i>	<i>dòbroo</i>
	<i>dòbru</i>	<i>dòbruu</i>		<i>dòbro</i>	<i>dòbroo</i>
		<i>dòbroof</i>			
	<i>dòbre</i>				
	<i>dòbre</i>				

such as *prùtì*, *trèttì*, have only the long endings. Others may have either the short or long endings, such as *dòbar*, *dòbrìi*. The long endings are the more common. Whenever possible, however, that is, if the adjective may have the short endings, an adjective used like *dòbra* in *màja zèmlja je dòbra* nearly always has the short endings.

D. PRONOUN: *loo*

šlà je TÒO?
TÒO je skuipo
jàa bi TÒO vòlio
jàa se TÒGAA bòštim
STIIM šlo imaale

what's that?
 that's expensive
 I'd like that
 I'm afraid of that
 with that which you have

You can easily identify the different forms of the word *lòo* 'that' from these examples. Nominative and accusative are both *lòo*, the genitive 'of that' is *lògaa*,

and the instrumental (leaving off the preposition 'with', *s*) is *štim*. The word *lòo* is used in reference to things not immediately at hand and yet not at a great

distance off. It is also used for reference to statements previously made in a conversation, as you have in 'I'd like that' (referring to the invitation to the movies).

Unit 2) or 'I'm afraid of that' (in reference to rain in Unit 5).

E. VERB: *l*-forms—Past

don je BIO hječnik

ja sam ČUO

mi smo ČULI

mi smo se SASTALI

ti si vi KAŽALI

don vas je POZDRAVIO

ja sam MISLILA

he was a doctor

I heard

we heard

we met each other

what did you say?

he greeted you

I thought

Three of the forms here end in *-o*: *bio*, *čuo* and *pozdravio*. These are used with either *don je* or *ja sam*. When they are so used, the whole phrase indicates something in the past: 'he was', 'I heard', 'he sent greetings'. Another form, *misli*, is also used with *ja sam* and means 'I thought'. But if you look this phrase up in the *Basic Sentences*, you find that it is the landlady who's talking. In other words, *-o* is used for masculine singular (that is, with a masculine noun or pronoun, also with 'I' when a man is talking) and *-la* for feminine singular (that is, with a feminine noun or pronoun and with 'I' when a woman's talking). The other forms, *čuli*, *sastali*, *kažali*, all end in *-li* and are used with *mi smo* and *vi ste*. You remember that *-i* was the plural ending of masculine nouns. The ending *-li* is the masculine plural here, used after 'we', 'you' or 'they' when these replace masculine words or after

masculine plural nouns. Note that *vi* is considered a plural. We have, then, three endings so far: *-o*, *-la* and *-li*. You remember that masculine nouns usually end in a consonant, not in *-o*. The *-o* here is really *l* which is replaced by *-o* when it's at the end of a word. So you actually have *-l* (which is replaced by *-o*), *-la* and *-li*. The distinctive feature is the *l*, to which may be added the other endings: no ending for masculine, *-a* for feminine, *-i* for masculine plural.

All of the examples above used this *l* form with some form of the verb 'to be', and all are translated by an English past tense: 'I heard', 'we met', etc. The present of the verb 'to be' (*ja sam*, *don je*, etc.) followed by or preceded by the *l* form is equivalent to the English past tense. Whether it is to be translated as 'we met' or 'we were meeting' depends on the form of the verb used. Both would have *mi smo* plus the *l* form.

Remember: to say something in the past you use the present of the verb 'to be' and add the *l* form of the verb.

jàa BI tdo VÒLIO
BÌ lì vli VÒLJELI gràdskuu màpu?
tdo BI BÌILO hjepe
kise nè BI BÌILE ddbre

If you will for the present ignore the difference between *i* and *je* in *vòlio* and *vòljeli*, you see that you have *-o* and *-li* endings as you do for the past. The difference is only in the word used with it, *bì*, *bì* means 'would be' and usually doesn't change like 'I am', 'you are' (*jàa sam*, *vli ste*), but as you see, you can say 'I'd like' and 'you'd like?', both using *bì*.

billo has an ending *-lo* since it is used with *tdo*, which

Summary:

The *l* form of the verb is used with the present of the verb 'to be' to mean something in the past and with the *bì* form to mean 'would do' something. Examples of the *l*-forms you've had are:

<i>jàa sam bto</i>	I was (man talking)
<i>jàa sam billa</i>	I was (woman talking)
<i>don je bto</i>	he was
<i>ona je billa</i>	she was
<i>tdo je billo</i>	that was
<i>mi smo billi</i>	we were
<i>oni su billi</i>	you were

'would' forms

I'd like that
 would you like a map of the city?
 that'd be nice
 rains wouldn't be good

is neuter. *bille* has *-le* to agree with the feminine plural *kise*.

We may now list the *l* form endings which we've had:

Sing. m.	-o	Plur. m.	-li
f.	-la	f.	-le
n.	-lo		

<i>oni su billi</i>	they were (speaking of men)
<i>one su bille</i>	they were (speaking of women)

Giving just the *l* form, you have:

<i>èdo</i> (man)	pl. <i>èlli</i> (men)
<i>èla</i> (woman)	<i>èle</i> (women)
<i>èlo</i> (thing)	

Group 1

hvadla; jda SAM ddbro
 don JE Amerikadnac
 da SMO se dpeet saslali
 vi STE is Amerikee
 gdje SU vasa sūpruga i vaš sin?
 sutra CU jda pōceeli
 može biti da CE vrijeme ovdako dslali
 i li CEMO vi skupa
 i vi CETE doći do njihove stariši
 oni ČEE biti kod kuće večeras

Group 2

drdago MI je
 sin MU je pisaar
 da li VAM je ddbro žito dvee godinee?
 pōznaam GA vrlo ddbro
 molim VAS
 jda IH ne možem nadći
 meni SE čini

In these two groups all of the emphasized words are without accent and are spoken together with the words which precede them. In Group 1 they are all verb forms and in Group 2 pronouns. The pronouns are what we called the 'short' forms. These little words without accent which go with the preceding word we call 'enclitics'. In the *Hints on Pronunciation* we dis-

F. ENCLITICS

thanks, I'm fine
 he's an American
 that we met again
 you're from America
 where are your wife and son?
 I'll begin tomorrow
 perhaps the weather'll stay this way
 we'll all go together
 you too will reach their age
 they'll be at home this evening

pleasing it is to me
 his son's a clerk
 is there to you a good crop this year?
 I know him very well
 I beg you
 I can't find them
 it seems to me

cussed another group of words which go with the preceding word, those with recessive accent. Enclitics have no accent of their own to recede. Only one of the above group may ever be accented, *je*, and then only at the beginning of a sentence or clause. (Example of accented *je*: *Je li don ddbro plaćen?*) The question particle *li* is also enclitic.

Place and order of enclitics

Group 1

ideele LI vii ñ vaše pòlje?
mòja pšenica JE kòd kuće
i vii ĆETE doći do njihove stariši
da, vii STE iz Amerike!
jeste, i mòja zemlja JE dobra
mòlim vas, dajte MI čašu vode
znate li gdje JE stanica?
i zbog toga dati ČU VAM svaku sobu za 80 dinara
neće biti
sve što imamo, to JE ovdje
ja imam za sada samo dvije sobe, ali za koji dan ČU
možda imati još jednu sobu praznu

The examples in this group show us where enclitics come in an utterance. In the first example *li* comes immediately after the first word in the sentence. In the second example the enclitic comes right after the phrase *mòja pšenica*. In the third example you have both *i* 'and' and *vii* 'you' before the enclitic. (In this example the word *vii* counts as the first accented word, although it has recessive accent and so has lost it to *i*.) So we see that the enclitic comes immediately after the first accented word or phrase in the clause and that this word or phrase may have *i* before it.

are you going to your field?
 my wheat's in
 you too will reach their age
 Oh, you're from America!
 yes, and my land's good
 please give me a glass of water
 do you know where the station is?
 and for that reason I'll give you each room for 80
 dinars a week
 everything we have is here
 I have only two rooms at present, but any day I'll
 possibly have another room empty

In the next example, however, we find *da* 'Oh' and then our clause with first an accented word and then the enclitic (*ste*). In the same way we find in the rest of the examples other words (*jeste*), phrases (*i zbog toga*), or clauses (*mòlim vas*, *znate li*, etc.) before the clause containing the enclitic. In other words, our enclitics come immediately after the first accented word or phrase in their own clause, though this clause may be preceded by other words, phrases or clauses. We may show this by writing our examples this way:

Other phrases, etc.	Connective	Accented Word or Phrase	Enclitics
		<i>ideele</i>	<i>li</i>
		<i>mòja pšènica</i>	<i>je</i>
		<i>vii</i>	<i>tele</i>
<i>da</i>		<i>vii</i>	<i>ste</i>
<i>jòste</i>		<i>mòja zèmlja</i>	<i>je</i>
<i>mòlīm vas</i>		<i>dàajle</i>	<i>mi</i>
		<i>znadle</i>	<i>li</i>
<i>i xòg logaa</i>		<i>dàti</i>	<i>ću vam</i>
<i>svè što imaamo</i>		<i>tòo</i>	<i>je</i>
<i>jàa imaam, etc.</i>	<i>ali</i>	<i>za kòjii dāan</i>	<i>ću</i>

Group 2

dà LI VAM JE dòhro što?

dràago MI JE dà SMO SE òpeet sàstali

šin MU JE pisaar

mii čemo naređiti da VAM SE tdo dōnese u hōteel

dàti ČU VAM sōbu

dà LI SU ovdje?

do you have a good crop?

I'm glad we met again

his son's a clerk

we'll order that it be brought to the hotel for you

I'll give you a room

are they here?

We have just learned about the position of enclitics in the sentence as a whole, and our next question is "What order do enclitics have among themselves?" There is often more than one enclitic in a sentence, and these examples show us which comes first, which second, etc. In our first and last examples we have *li* as the first of several enclitics. The particle *li*, if present, is always the first of a series of enclitics. In the first

example the dative pronoun *vam* comes before *je* 'is'. We see in other examples that the dative pronouns regularly precede *je* (*mi je*, *mu je*). In *da vam se tdo*, etc., the dative *vam* precedes the accusative *se*. We have so far, then, *li* first, dative pronoun, accusative pronoun, *je* 'is'. In the other examples we see that *smo* comes before *se* and *ću* before *vam*. If we chart our examples again we have:

Position: 1	2	3	4	5
<i>li</i>		<i>vam</i>		<i>je</i>
		<i>mi</i>		<i>je</i>
		<i>mu</i>		<i>je</i>
		<i>vam</i>	<i>se</i>	
	<i>smo</i>		<i>se</i>	
	<i>tu</i>	<i>vam</i>		
<i>li</i>	<i>su</i>			

As we mentioned before, *li* is always in Position 1. The word *je* is the only one of the present forms of 'to be' (*sam*, *je*, *smo*, etc.) which occurs in Position 5. The rest (*smo*, as above, and the others) occur in the same place as *tu*, etc., that is, in Position 2.

We may now make a chart of the enclitics we've had and their order in relation to each other:

G. Verb 'to be': Long forms
JĚSU li sđbđ čiste?
nđravskđ, JĚSU!
JĚSTE li vi gospđđn Jovvič?

As we learned in the last section, *sam*, *smo*, *sle* and *su* are all enclitic and never come at the beginning of a sentence. In the above examples we have *jěsu* and *jěste*, which are the longer forms of *su* and *sle* just as *něga* was the longer form of *ga*. They are accented and so may stand at the beginning of a sentence. Two of their uses are illustrated by these examples: before *li* in a question and to answer a question in the affirmative

Position: 1	2	3	4	5
<i>li</i>	<i>sam</i>	<i>mi</i>	<i>me</i>	<i>je</i>
	<i>smo</i>	<i>mu</i>	<i>ga</i>	
	<i>sle</i>	<i>nam</i>	<i>nas</i>	
	<i>su</i>	<i>vam</i>	<i>vas</i>	
	<i>tu</i>		<i>se</i>	
	<i>te</i>			
	<i>temo</i>			
	<i>tele</i>			
	<i>tee</i>			

Naturally you would never get all five positions filled in one utterance, since you would not get both *je* 'is' and any enclitic listed in Position 2. You may, however, have four of the positions filled: *dđ LI SU VAM SE dđnifeli?* 'were they brought to you?' or *dđ LI VAM SE JĚ dđneo?* 'was it brought to you?'

are the rooms clean?
 naturally, they are!
 are you Mr. Jovich?

(often with emphasis: *jěsu*). These longer forms are simply *je* plus the shorter form, and you may easily form the others you haven't had: *jěsam* 'I am' and *jěsmo* 'we are'. The form *je* is used before *li*, as you know, but cannot be used in answer to a question. In that case you use *jěst*, one of the words you've been using for 'yes'. Our forms are, then:

jèsam I am

jèsmo we are

(Note: The enclitic *je* has no accent. The *jè* used before *li* is accented and so belongs with this group of forms.)

jè, jèst he (she, it) is

jèste you are

jèsu they are

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Check yourself on your knowledge of the *Word Study* by covering first the English, then the Serbo-Croatian, and making sure you know everything thoroughly.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences* as in previous units.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Go through the *Basic Sentences* covering up the English and reading aloud the Serbo-Croatian. Check up on anything you do not know, until you are sure of everything.

3. Word Study Review (Individual Study)

Work through the following exercises as in previous units.

A. After each of these incomplete sentences are three forms of a word. Choose that form which is the correct one and repeat the sentence using it in the proper place:

1. *Jàa sam video _____ Jočvica danas.*

a. *gospòdinom*

b. *gospòdina*

c. *gospòdinu*

2. *Jèste li vi čuli da òna imaa _____ za iznadjmili?*

a. *sòba*

b. *sòbee*

c. *sòbu*

3. Vrt možete videti u _____ autobusom ili vodom.

- a. grada
- b. gradaa
- c. gradau

4. Znamte li vrt običnu _____ sobe u ovom predjelu grada?

- a. cijena
- b. cijenu
- c. cijene

5. _____ je vrlo skućpa sada.

- a. pšenica
- b. pšenicu
- c. pšenice

6. Šta je cijena _____ ovdje u Srbiji?

- a. stjeno
- b. stjena
- c. stjenu

7. _____ će biti dobra za kito.

- a. kiša
- b. kišu
- c. kiše

8. Bi li vrt voljeli vidjeti _____?

- a. bolničarku

- b. bolničarku
- c. bolničarke

9. Gdje mogu naći _____?

- a. krojač
- b. krojača
- c. krojaču

10. Ne govornite sa sudacim _____ na n'let.

- a. vojniku
- b. vojnika
- c. vojnikom

11. Vrt imate _____ autobus.

- a. dobar
- b. dobri
- c. dobro

12. Vidiite li _____ kitiu od ungu nlicea?

- a. trčiti
- b. trčaa
- c. trčuu

13. Gostionica je 1. _____, ali nije tako 2. _____.

- | | |
|-------------|---------------|
| 1. a. dobra | 2. a. jeftino |
| b. dobro | b. jeftinii |
| c. dobru | c. jeftina |

14. Jèsu li _____ ddbro plàateni?

- a. vojnikaa
- b. vojnikci
- c. vojnikka

15. Òni kílvee u _____ kùtt.

- a. lijepi
- b. lijépooj
- c. lijepo

B. Use the correct Serbo-Croatian for the English in parentheses:

1. Mđji roditelji (live) u Amèrici.

2. Koliko (matches) kùliite?

3. Mđoj (third) stin je krđjaač kào i mđoj đlac.

4. Òon se ne bđji (of that).

5. (Were you) u Nèv Jorku dānas?

6. Jāa (thought) da ste vi mène kùli.

7. Òon (heard) da imaam trii sōbe za iznadjmili.

8. Òni iduu u (center) grāda.

9. Jā li bānja ùjek (clean)?

10. Mđja kāsa je (hot) ali nje (good).

11. Idite na (railroad) stānicu da ùzmeete mđju bagađu.

12. Jèsu li (houses) u Srbiji zradēne i svijēle?

C. Each of these sentences has two or more enclitics listed after it. These are to be said in their proper place. The blanks indicate where they should go, but you must know what order they should be in. For example, pđznaate _____?, ga, li should be pđznaate li ga? Be sure you know the meaning of each sentence.

1. Òon _____ video jùteer. je, me

2. Jāa vòllim da _____ dāti. mu, te, ga

3. Mti _____ vđjett sùtra. vas, čemo

4. Òni _____ sđstali u hoteēlu. su, se

5. Za kđji dāan _____ dāti vaš ndrāc. tu, vam

6. Mislite _____ da _____ zādovđjiti sa dvjesōbe?
se, li, te

7. Vjèrujete _____? nam, li

8. Mđžemo _____ đdmah pđgledati? li, ih

9. Vi _____ kadrāli da _____ naređiti da _____ ido
dōnese ù kuću. se, ste, nam, te

10. Dđajte _____ ih, mu

4. What Would You Say? (Individual Study)

1. Jack is looking for rooms for himself and two friends. He says to the landlady:
 - a. *Dobro jutro gđspodol*
 - b. *Dà li vi imaate sòbe za iznadjsmitt.*
 - c. *Tòo je zà naas màlo prèvišee.*
2. The landlady tells him that she has only two rooms at present. She says:
 - a. *Àko je moguće, tri sòbe.*
 - b. *Kòliko sòbàa vi žèlíte?*
 - c. *Sàda imàam sàmo dvije sòbe.*
3. Jack says he and his friends will be satisfied:
 - a. *Dobro jutro, gđspodjo.*
 - b. *Mi ćemo se zadovoljiti srim žid imaate zà sada.*
 - c. *Imòlle pògledati sòbel*
4. Jack inquires about the cleanliness of rooms. He says:
 - a. *Sòbe su dobre, pròstrane i uvijek zradène i svježèlle.*
 - b. *Dàli su vàše sòbe uvijek čiste?*
 - c. *Obvdje je; imaa bànju i uvijek idpluu vòdu.*
5. Landlady tells Jack the usual price of the rooms in her city:
 - a. *Tòo je zà naas màlo prèvišee.*
 - b. *Običnaa cijèna sòbee je sòdina dvadeset dinaaraa nedeeljno.*
 - c. *Kòliko vi računaate svàkuu sòbu?*
6. Jack asks the landlady if he and his friends can occupy the rooms right away:
 - a. *Jaà tu vàm dàli mòje sòbe za osamdeset dinaaraa nedeeljno za svàkuu sòbu.*
 - b. *Dobro, mòžemo li mi odmah zàièeti sòbe?*
 - c. *Ndravski, imaate li vi kàkovee ròbee?*

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Group Leader calls for them.

2. Word Study Check-Up

Give the Serbo-Croatian for all English Equivalents in the *Word Study* as the Group Leader calls for it.

3. Listening In

Jack, Harry and John are looking for a room. They knock on the door of a rooming house and the landlady appears:
Record 14B, after first spiral.

Jack: Dòbar dàan gòspodjòl
 Imaale li vîi sòbe za isnadjmîlî?

Landlady: Dòbar dàan gòspodòl
 Jaa imaam sàmo dvîje (dvèe) sòbe za sada.

Jack: Mîi traahtîmo trîi, ako imaale.

Landlady: Žào mî je, ali tdo je svè što imaam.
 Ūskoro tu imati jòš jèdnu pradenu.

Jack: Dòbro, mîi temo se zadovòljîti sa dvîje (dvèe)
 sòbe.

Landlady: Tdo te bîti sàmo za kràtkoo vrijème (vreème).

Jack: Mògu li pògledati sòbe?

Landlady: Jèste, izvòlîe.

Jack: Vrlo dòbre sòbe.

Landlady: Vîi tele ih vòlîti, jer su pròstrane, svijèlle
 (sveéille), zradčne i ñvjek (ñvek) èiste.

Jack: Tdo mî je dràago.

Landlady: Takòddjer oòvdje (oòvde) je ñîkniik, bànja i
 ñvjek (ñvek) tòplaa vòda.

Jack: A sàd mòlîim vas, štà je cijèna (ceèna) za
 svàkuu sòbu nèdeeljno?

Landlady: Jaa nèzraam, štà vîi imaale rèli?

Jack: Nè, nè, mîi temo se zadovòljîti, ali vîi
 mðoraale rèli cijènu (ceènu) sòbòaa.

Landlady: U dvom preèdjelu (preèdelu) gràada cijèna
 (ceèna) sòbee je stòtina dînaaraa nèdeeljno.

Jack: Mòlîim vas, dà li je tdo oòbîčnaa cijèna
 (ceèna) za jèdnu sòbu?

Landlady: Jèste, tdo je oòbîčnaa cijèna (ceèna).

Jack: Tdo je màlo sîvîše.

Landlady: Pa dòbro, ònda tu vam dàti sòbe za osamðeseet
 dînaaraa nèdeeljno za svàkuu.

Jack: Iivadla vam, tdo je òd vaas ñjepo (lèepo).

Landlady: I jaa sam mîslila da je stòtina dînaaraa
 prèviše.

Gdjè (gdè) je vàša bagadža?

Jack: Jòš je u hoteèlu.

Mòžemo li jòš dànas zañzeeli sòbe?

Landlady: Jèste, zašto nè?

Sòbe su sàd vàše, gòspodo.

Gdjè (gdè) ste se vîi svî skùpa sàstali, ako
 mògu pîlîati?

[7-D]

Jack: U Bedgradu u hoteļu Krūna. (To his friends.)
Sād imaaamo sōbe, hājdemo da se mālō prōseetemo.

Record 15A, beginning.

Jack: Imaa li bānka ovdje (ovde) u dvom pretđjelu (pretđelu) grāda?
Harry: Nārauski da imaa, nē vīdīte li vī da je dvoo vēlikii grād?
Jack: Sūtra čemo tīi na universitēet.
Harry: Zāšto, šā čemo tāmo raddīti?
Jack: Tōo ēu vam rēēl sūtra.
Harry: Znadte li vī da kođ universitēeta imaa dōbra gostiōnica?
Jack: Tōo mī je drāago, mōžemo tāmo sūtra jēsli.
Harry: Alī āko je sūtra kiša kōo dānas, jāa ēu bīt kōo kuēee.
Jack: Jēsli, sāmō šā ēete jēsli kōo kuēee?
Harry: Jāa se ne bōđīm za jēdan dāan, kuīpīt ēu mālō mēesa i hljēba (hlēba).
Jack: Vrlo dōbro, alī āko je sūtra kiša, jāa ēu tīi u mīzej.
Harry: Znadte li vī gđjē (gdē) je mīzej?

Harry: Gđjē (gdē) ēēlīte da īdeemo?
Jack: Mālō krōs graad, pa dnda mōže bīt u kītno.
Harry: Jāa jōš mōdoraam tīi u bānku promijēnītī (promēēnītī) nōvaacaa.

Jack: Nē jāa, alī ēu pītātī pisadra u hoteļu.
Harry: Dōn nēznāa gđjē (gdē) je mīzej.
Jack: Kāko nēznāa?
Dōn kīlvīt u dvom graddu vēē dūgo.
Harry: Pa jēsle, alī dōn je īvjek (īvek) u hoteļu i īvjek (īvek) rādītī.
Jack: Āko i vī ēēlīte tīi u mīzej, dnda čemo tīi trāmvaajem īl āko vōlīte, aīllobusom.
Harry: Dōbro, tōo je za sūtra, alī sādā hājdemo da vīdīmo grād.
Jack: Tāko sam i jāa mīslīo, i loo ddmah.
Harry: Zāšto ddmah?
Jack: Āko īdzemo ddmah, dōbīt čemo kītī na vījēme (vīēme).
Harry: Tōo bī i jāa vōlīo, jer imaaam nēšto mālō raddītī.
Jack: Šā vī imaaate raddītī vēēeras?

Harry: Oo, indoraam iči u bānku da vidiim pisadra
ebog ndvaacaa.

Jack: Šta se bđjille?
Miš čemo lāmo dođči jōš na vrijeme
(vreme).

Harry: Tōo je lāko, ali vi vilo dōbro znadite
da oni u bānci rāadee sāmō jēdnu vđeer
nēdeeljno.

Jack: Željim da imaam dōsta ndvaacaa.

Harry: Pa šta bi vi onda raddili?

Jack: Nēnaam, ali sāmō znām da nē bi bio kod
kuće.

Harry: Nē vjerujem (verujem) da željite iči u klmō
svāklī dāan.

Jack: Tōo je šid jāa vđitim.

SECTION E—CONVERSATION

1. Covering the Serbo-Croatian of Basic Sentences (Individual Study)

With the Serbo-Croatian covered, practice until you can speak the Serbo-Croatian for each English sentence without hesitation.

2. Vocabulary Check-Up

Give the Serbo-Croatian for all English sentences in the *Basic Sentences* as the Group Leader calls for it.

3. Conversation

1. A is wanting a room in a hotel. B is the clerk. Discuss getting a room with bath, including price, etc. A wants to rent by the week.

2. A and B are students hunting a room in a rooming house. C is the landlady. Discuss the number of rooms available (A and B want separate

rooms but will accept one if it is nice enough), the cleanliness, etc.

3. Hold a free conversation between two students, using the sentences you've had and talking on any subject, limiting yourself to the material about which you can converse freely.

[7-E]

SECTION F—CONVERSATION (Cont.)

Continue conversation with additional check-up if necessary.

FINDER LIST

New adjectives are given here with both the short and long endings (masculine). Notice that many have movable "a". Some adjectives have only long endings

and some are irregular so only forms you can recognize from the work you've had so far are given.

<i>bānja</i>	бања	<i>bāthtub</i>	<i>jēsu</i>	<i>jeey</i>	they are
<i>cijena (cetna)</i>	цијена (цена)	price	<i>kākova</i>	каково	some kind of (fem.)
<i>čist, čistii</i>	чист, чисти	clean	<i>kōjii</i>	који	some (masc.)
<i>čūo</i>	чуо	<i>l form of the verb</i> 'to hear' (<i>čūiti</i>)	<i>krātk, krātkii</i>	кратак, кратки	short
<i>dāt</i>	дати	to give	<i>mislō</i>	мислио	<i>l form of the verb</i> 'to think'
<i>dvādeset</i>	двадесет	twenty	<i>moguće</i>	могуће	possible
<i>dvije (dvē)</i>	две (две)	two (with feminine nouns)	<i>ndrāvski</i>	наравски	naturally
<i>gōspodo</i>	господе	gentlemen! (vocative)	<i>nēdeeljno</i>	недељно	weekly
<i>ianadjmili</i>	и најмили	to rent	<i>ōbīčan, ōbīčni</i>	обичан, обични	usual
<i>izvōlte</i>	изволте	if you will! (a po- lite expression for 'please do!' 'go right ahead' etc.)	<i>osamdeset</i>	осамдесет	eighty
			<i>ovom</i>	овом	this (masc. dat. sg.)
			<i>predjel</i> (<i>predel</i>)	предјел (предел)	part, section
			<i>previše</i>	превише	too much

poġledall praġan, praġant	погледати праган, прагани	to look at empty	id	што	which, that
prastran, prastrant	простран, пространт	wide	topao, topli	топао, топли	hot
računaa roba	рачуна роба	he charges for clothes, goods	uvjek (uvek)	увјек (увек)	always
samo soba	само соба	only room	vrijeme (vreme)	вријеме (време)	time
stotina svaki	стотина сваки	a hundred each (only has long form)	za	за	at (In za kofit daan)
sva svijetao, svijeliti (svetiao, svetilit)	сво свијетео, свијетли (светео, светли)	everything light, bright	zadovoljit se	задовољити се	to be satisfied
			zbog	због	because of
			zauzeti	заузети	to occupy
			zdracan, zdracni	зрачан, зрачни	alry

FILL 'ER UP

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then run twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 15B, beginning.

Dan is in Yugoslavia and stops at a gas station.

ENGLISH EQUIVALENTS	AIDS TO LISTENING	CONVENTIONAL CYRILLIC SPELLING
	<i>Dan</i>	
Good morning ('day'), sir.	<i>Dobar dāan gospōdine!</i>	Добар дан господине!
	<i>Attendant</i>	
having come well	<i>dōbro dōslī</i>	добро дошли
Good morning ('day'), welcome!	<i>Dobar dāan, dōbro dōslī!</i>	Добар дан, добро дошли!
	<i>Dan</i>	
of gasoline	<i>benzīna</i>	бензина
Do you have any gas?	<i>Imaate li benzīna?</i>	Имаате ли бензина?
	<i>Attendant</i>	
much	<i>mnōgo</i>	много
to receive	<i>dōbiti</i>	добити
yesterday	<i>jūčeer</i>	јучер
barrel	<i>bīre</i>	буре

Not much, but I got a barrel yesterday.

after the war
difficult
especially

You know how everything's hard to get now after the war, and gasoline especially.

hurry!

I should or need to
of time

Please hurry (a little).

I have to go (right away); I haven't [much] time.

O.K., (I will) right away; how much do you want?

you sell
this
according to
litres
kilograms

How do you sell this gas, by litres or kilograms?

[8-A]

Nd mndgo, ali sam jučer dobio
jedno bure.

poslje (posle) rata
teško
narочito

Znate kako je sada poslje (posle)
rata da je sve teško dobiti a
narочito benzin.

Dan

požurite se
trebam
vremena

Molim vas, požurite se malo.

Ja trebam odmah ići, nemaam
vremena.

Attendant

Dobro, sad ću, koliko želite?

Dan

prodajete
ovaj
na
litre
kilograame

Kako prodajete ovaj benzin, na
litre ili na kilograame?

Не много, али сам јучер добио
једно буре.

посље (после) рата
тешко
нарочито

Знате како је сада посље (после)
рата да је све тешко добити а
нарочито бензин.

пожурите се
треbam
времена

Молим вас, пожурите се мало.

Ја trebam одмах ићи, немам
времена.

Добро, сад ћу, колико желите?

продајете
овај
на
литре
килограме

Како продајете овај бензин, на
литре или на килограме?

By litres.

how much?

How much is a litre of gas?

Ten dinars.

(Oh that's)¹ too expensive!

Record 10A, beginning.

Yes, it's expensive, but if you need
it, this is pure gasoline.

there's not
of mixture

There's no mixture here.

of what kind of a mixture?
What do you mean, mixture?

¹In parentheses because omitted on the record.

Na litre. *Allendant*

Dan
pdšto
Pdšto je litra benzina?

Allendant
Dèsel dinaara.

Dan
Oo, tdo je prèskupol

Allendant
Jest, skupo je, ali ako vi trebate,
ovo vam je čisti benzin.

ndemaa
mješavinee (mješavinee)
Obvdje (obvde) ndemaa mješavinee
(mješavinee).

Dan
kakovee mješavinee (mješavinee)
Šta molim, kakovee mješavinee
(mješavinee)?

На литро.

пошто
Пошто је литра бензина?

Десет динара.

О, то је прескупо!

Јест, скупо је, али ако ви требате,
ово вам је чисти бензин.

пома
мјешавине (мешавине)
Овђе (овде) нема мајешавине
(мешавине).

какове мјешавине (мешавине)
Шта молим, какове мјешавине
(мешавине)?

mixed
kerosene
cheaper
of weaker quality

If the gas is mixed with kerosene,
then it's cheaper but (of) worse
(quality).

fifty
of litres
it will be
enough

Good, give me fifty litres; that'll be
enough for me to Skoplje.

oil for a car
and two litres of oil, please.

in order
Very good. Now everything's O.K.,
tires
you have gas, oil, [and] there's
plenty of water, your tires are all
right,

Allendant

pòmijesaan (pòmeešaan)
petròulje
jeftinijii
slàbijee kvalitete

Ako je benzini pòmijesaan
(pòmeešaan) sa petròuljem, onda
je jeftinijii ali je slàbijee
kvalitete.

Dan

pedèseet
litaaraa
bihe
dòsta

Dòbro, dàajte mi pedèseet litaaraa,
bihe mi dòsta do Skòplja.

ilje za auto
i još vas molim, dvije (dvè) litre
ilja za auto.

Allendant

u reèdu
Vrlo dòbro. Sad je sve u reèdu,
gume
imate benzini, imate ilje, vode
ima dòsta, gume su vam dobre,

помијешан (помешан)
петроуљо
јефтинији
слабије квалитете

Ако је бензин помијешан (помешан)
са петроуљом, онда је јефтинији
али је слабије квалитете.

педесет
литара
биће
доста

Добро, дајте ми педесет литара,
биће ми доста до Скопља,

уље за ауто
и још вас молим, двије (две)
литре уља за ауто.

у реду
Врло добро. Сад је све у реду,
гуме
имате бензин, имате уље, воде има
доста, гуме су вам добре,

herel
bill
hundred
sixty
and here's your bill for 564¹ dinars.

èvo
ràčun
stòo
šezðeseel
i sàda èvo vam ràčun od pèet stòo
šezðeseel i èètr dinaara.

ево
рачун
сто
шездесет
и сада ево вам рачун од пет сто
шездесет и четир динара.

1,000 dinar bill
Here's a 1,000 dinar bill.

Dan
hiljadaarka
Èvo vam hiljadaarka.

хиљадарка
Ево вам хиљадарка.

Thank you, goodbye.

Allendant
Ilvada, zbdgom.

Хвала, збогом.

¹Mistakenly 560 on the record.

2. Hints on Pronunciation

i and *d*

Perhaps you have noticed that there is a slight difference between English *i* and *d* and the Serbo-Croatian *i* and *d*, either when listening to Serbo-Croatian words or in hearing your Guide (should you have one) pronounce English words with these sounds. Unless he has mastered the English language very well, he will have an 'accent' when pronouncing English words with *i* or *d* in them. The reason for this is that

Serbo-Croatian *i* and *d* are pronounced with the tip of the tongue against the upper *teeth*, not against the ridge behind the teeth (as in English). Listen carefully to your Guide (or the records) and see if you can hear the difference between the English and Serbo-Croatian sounds. At all events, practice saying your Serbo-Croatian *i*'s and *d*'s with your tongue against your teeth. Here are a few examples to start practicing on!

Record 16B, beginning.

ido that
èètri four

dðbro good
ddan day

SECTION B—WORD STUDY

1. Word Study

A. ADJECTIVES: Pronominal

Masculine

MŌJ sŭn je dŭak
pŏsnaale k MŌJE rŏdtŭelje?
čŭm se VĀŠ dŭac rŏdnŭmaa?
nŭssam vŭdeo VĀŠEGA brŭla
don pŏsnaa NJĚGOVE rŏdtŭelje
NJĚEN mŭnŭ je inŭnŭtr

my son's a student
 do you know my parents?
 what's your father's occupation?
 I haven't seen your brother
 he knows his parents
 her husband's an engineer

Feminine

MŌJA kčŭ je bŏlnŭčŭarka
MŌJA sŭpruga ne gŏvŏrŭt sŭpskŭ
da vam prŏstŭvŭtŭm MŌJU sŭprugu
a kŭko je VĀŠA mŭdŭjka?

my daughter's a nurse
 my wife doesn't speak Serbŭan
 may I present my wife
 and how's your mother?

Neuter

jŭa čŭ dovŭelŭt MŌJE sŭjeno
ŭdeete k vŭt ŭ VĀŠE pŏlje?

I'll bring in my hay
 are you going to your field?

These adjectives are called 'pronominal' as they are based on pronoun roots—compare *nŭjŕga* 'him' and *nŭjŕgove* 'his'—and have forms corresponding to each pronoun. We may compare English 'I—my', 'you—your', 'he—his'. Here we have *jŭa—mŭdŭj*, *vŭt—vŭš*, etc.

As adjectives they have a complete set of endings, a few of which you have noticed in the above examples. It is not hard to identify the forms as the endings here are practically the same as those of the other adjectives you've studied. The forms from the above sentences are:

Masculine

sg. Nom.	<i>mŭdŭj</i>	<i>vŭš</i>
Acc.		<i>vŭšŕga</i>
pl. Acc.	<i>mŭdŭje</i>	<i>nŭjŕgove</i>

Feminine

<i>nŭjŕen</i>	<i>mŭdŭja</i>	<i>vŭša</i>
	<i>mŭdŭjŭ</i>	

Neuter

<i>mŭdŭje</i>	<i>vŭše</i>
---------------	-------------

Notice that *mòja* is used with both *kéfi* and *mòajka*, both of which are feminine though they have different endings. Remember that *vàšega* (compare *jèdnooga*;

vàšega has *-ega* because of the *š*) is used only with 'life' nouns, so *váš* would be the accusative for the others (as would *mòj*). You may easily fill in others of the pattern:

Masculine						
sg. Nom.	<i>mòj</i>	<i>váš</i>	<i>njèen</i>	pl. <i>mòji</i>	<i>váši</i>	<i>njèeni</i>
Acc.	<i>mòj</i>	<i>váš</i> <i>vàšega</i>	<i>njèen</i>	<i>mòje</i>	<i>váše</i>	<i>njèene</i>
Feminine						
sg. Nom.	<i>mòja</i>	<i>váša</i>	<i>njèena</i>	pl. <i>mòje</i>	<i>váše</i>	<i>njèene</i>
Acc.	<i>mòju</i>	<i>vášu</i>	<i>njèenu</i>	<i>mòje</i>	<i>váše</i>	<i>njèene</i>
Neuter						
sg. Nom.	<i>mòje</i>	<i>váše</i>	<i>njèeno</i>			
Acc.	<i>mòje</i>	<i>váše</i>	<i>njèeno</i>			

If you do not understand any of these forms, turn back the *Word Study* of Unit 7 and compare them with the adjective endings there.

B. Adjectives: *this*

kàko pròdajete ÒVAAJ bènèlín
dà àpílílaamo ÒVOG sirààara
u ÒVOM prèèjèlu gràada
ÒVAA gòdina tè bìlè ròdna
dà kì vàm je dòbro sìlo ÒVEE gòdnèe?
nè mòžem ih nadèti na ÒVOOJ mápì
kàko vòlíte ÒVOO vrižème?

how do you sell this gas?
 let's ask this policeman
 in this part of town
 this year'll be fruitful
 do you have a good crop this year?
 I can't find them on this map
 how do you like this weather?

In these examples we have some of the forms of the adjective 'this'. Both *òvaaj* and *òvòg* are accusative here;

òvom after *u* 'inside of' is dative; *òvooj* is feminine dative (compare *drùgòj*), etc. (the other forms being easy to

Identify). The form *ɔvɔɔ*, since it here modifies a 'non-life' noun, is the same form as the nominative, while *ɔvog*, since it modifies a 'life' noun, is the same as the genitive, *ɔvoo* is of course the same for the

eg.	Masc.	Fem.	Neut.
Nom.	<i>ɔvɔɔ</i>	<i>ɔvɔɔ</i>	<i>ɔvɔɔ</i>
Acc.	<i>ɔvɔɔ</i> , <i>ɔvog</i>	<i>ɔvɔv</i>	<i>ɔvoo</i>
Dat.	<i>ɔvom</i>	<i>ɔvoɔ</i>	<i>ɔvom</i>
Gen.	<i>ɔvog</i>	<i>ɔvee</i>	<i>ɔvog</i>

nominative and the neuter genitive and dative are the same as the masculine, as in the noun forms. Remembering these things, we may now set up the following picture:

C. Nouns: special nouns

mɔɔja Kɔɔi je ɔɔnɔɔaarka
ɔɔa imaam KɔɔER

my daughter is a nurse
I have a daughter

You have already studied *kɔɔi* as an example of a feminine -i noun. You know that it has a special accusative form, *kɔɔER*. This is not true of all feminine -i

nouns. *kɔɔi*, *kɔɔER* is what we may call a special noun. It is special in the nominative. You've had several other special nouns. For example:

ɔɔevo ɔɔME je ɔɔvan ɔɔliɔ
ɔɔa kɔɔkoo VRIJEME
nɔɔemaam VREMEɔA

my father's name is John Delich
for a short time
I haven't time (lit. 'of time')

As you see by the adjectives, the words *ime* and *vrijeme* are neuter. Yet they end in -e, not -o, after *m* (which is not like *j*) These nouns are 'special' in the nominative and accusative (also vocative, should this

form ever be used), but in all other cases they have an *n* before the ending, as in the genitive singular of *vrijeme* above: *vrijemena*. The genitive of *ime* is *imena*. We may call these neuter "n" nouns.

ɔɔɔbro ɔɔlɔro GOSPODO

good morning, gentlemen!

As you remember, 'a gentleman' is *gospodin*. So we see from *gospodo* that the plural form 'gentlemen'

doesn't have the -in but has the ending (here -o) added directly after the *d*. We have already had the ending -o

for the vocative in, for example, *gospodjo* 'madame!'. It is the regular vocative ending of feminine -a nouns. Our word *gospodo* is the vocative of the feminine -a noun *gospoda* 'gentlemen' (Nom.). This noun has the same form (endings) as a feminine singular noun, but it means 'gentlemen' and would have the plural form of the verb after it (*gospoda govore* 'the gentlemen are speaking'). Instead of a regular masculine plural in -i,

koliko je SAATII

koliko SDOBAA vi želite?

As you see by *sodbaa*, nouns following *koliko* 'how many' are genitive plural. The form *saditi*, then, is genitive plural with the ending -ii. You have also had the genitive singular, *sada*. This is a masculine noun

D. Nouns: -ii ending

what time is it? (literally, 'how many of hours is it?')

how many rooms do you want?

this noun, and a number of others, have special feminine nouns (singular in form) which take the place of the regular plural ending formations. For example, *brat* 'brother' has as its plural *braća*, a feminine -a noun. These nouns have all the regular feminine singular endings (N *gospoda*, A *gospodu*, D *gospodi*, G *gospodee*, V *gospodo*).

(Nom. sg. *sada*) which has -ii instead of -aa for the genitive plural ending. There are a number of such nouns.

E. Listing Nouns

Now that you've had most of the endings of the Serbo-Croatian nouns, it is important for you to be able to know from a short description of a given noun whether it's masculine, feminine, etc. and whether it's perfectly regular, and if not what its peculiarities are. Dictionaries always list nouns in the nominative singular. You can usually tell from that form what set a noun belongs to, that is, if it ends in a consonant it is probably masculine (less probably a feminine -i noun), if it ends in -a it is probably a feminine -a noun, and if it ends in -o or -e it is probably neuter. Since it is not enough to know to which of these groups a noun

probably belongs, we shall from now on list nouns in the *Finder List* with m., f.-i, f., or n. in parentheses after it to tell which it is. The abbreviation f. will stand for 'feminine -a noun'. For example: *knobaa* (m.) 'waiter'. You have also learned that there are special forms to some nouns. These special nouns will, if that type of peculiarity has already been explained in the *Word Study*, have another form given to show in what way it is special. For example, *vrijeme* (n., G *vremena*) 'time'. Here the genitive (*vremena*) is given to show the variation in the word. Or, for example: *sada* (m., pl. G *saditi*), where you have the -ii ending. If the noun has a

special form (or special forms) which haven't been explained, it will be simply marked *sp.c.* (special) until it is explained in the *Word Study*. There are also some regular changes in nouns (such as *māsa*, D *māsa*, where *a* is replaced by *e* before D -i). No account of such changes is made in the noun lists but they will be explained in future *Word Studies*. Here is a list of the nouns you have had so far:

Amerikadnac (m., G *Amerikadnca*)

Amerika (f.)

aulō (m.)

aulobus (m.)

bagadla (f.)

banka (f.)

banja (f.)

bensin (m.)

Bedgrad (m.)

bānica (f.)

bānīcaarka (f.)

brāl (m. pl. *brāla*)

brilca (m., f. form)

būrē (n., spec.)

cigarda (f.)

cifēna (f.)

cipela (f.)

cipelaar (m.)

čaj (m., pl. spec.)

čāša (f.)

daan (m.)

djēle (n., spec. pl. *djēca*)

dinaar (m.)

godina (f.)

gospodin (m., pl. *gospoda*)

gospodja (f.)

gospodjica (f.)

graad (m., pl. spec.)

guma (f.)

hiljadaarka (f.)

hijeb (m., pl. spec.)

hōlēel (m.)

ime (n., G *imēna*)

inkintir (m.)

jūiro (n.)

kāsa (f.)

kaledradla (f.)

kēi (f.-i, spec. A *kēer*)

kitno (n.)

kilograam (m.)

kīsa (f.)

kōnobaar (m.)

krōjaal (m.)

krümpier (m.)
 küla (f.)
 kvaliteet (f.)
 küjeliik (m.)
 küla (f., pl. G külaaraa)
 küla (m., pl. only, G küladid)
 määja (f., pl. G määjaid)
 määpa (f.)
 määso (n.)
 määsaviina (f.)
 määjeko (n.)
 määmak (m., G määmka)
 müük (m., pl. spec.)
 müük (m.)
 nõu (f.-s)
 nõu (m., G nõuouca)
 nõu (m.)
 õu (m., G õu, pl. spec.)
 petroulje (n.)
 pisaar (m.)
 põlje (n.)
 pšénica (f.)
 ražiun (m.)
 rai (m., pl. spec.)
 rööd (m., pl. spec.)

rööb (f.)
 röödile (m.)
 saad (m., pl. G saadid)
 siin (m., pl. spec.)
 sijeno (n.)
 shika (f.)
 söda (f.)
 stbijsa (f.)
 srednja (f.)
 stänica (f.)
 stärost (f.-s)
 stöina (f.)
 strada (f.)
 stradaar (m.)
 süprug (m.)
 süpruga (f.)
 sübica (f.)
 trämvaaj (m.)
 uuglu (m.D, pl. spec.)
 ülica (f.)
 ülje (n.)
 universalizet (m.)
 vääros (f.-s)
 vääer (f.-s)
 vääjeenje (n.)

vàda (f.)
và/nlìk (m.)
vàos (m.)
vrijéme (n., G *vremena*)
Èto (n.)

There is an important feature of the noun forms which this list does not indicate. This is the *accent*. As you have noticed many times, the accent on a word

frequently changes in different forms. For example, you've had *pisaar*, but *pisadra*, *hòleel* but *hoteetu*, *sàdala* but *sadlìl*, etc. There are many different accent sets among the nouns. These will have to be taken up later. In the meantime, become thoroughly familiar with each noun form you meet and be careful to use the correct accent on it.

Check through the above list and see if you remember the meaning of each of these words. If not, look up the ones you've forgotten in your Finder Lists.

F. Using your noun forms: Genitive

ìmaate li vi KÀKOVÉE RÒBEE?
ìmaate li BENZIÍNA?
ndemaam VRÈMENA
ndemaa MJÈŠAVINEE

do you have any kind of clothes?
 do you have any gas?
 I don't have time
 there's no mixture

As you know from the endings, *ròbee*, *benziína*, *vremena* and *mješavinee* are all genitive. Very often after the word 'to have' (*ìmati*) the genitive is used to show that you are talking about a part of something; *some* clothes, *some* gas, *some* time, *some* mixture, not

all the clothes, gas, time or mixture in the world. This is exactly the same use of the genitive that you found in *èlìim hljèba*, *mèsa*, etc. (Note that *ndemaa* means 'there isn't'; *ìmaa* means both 'he has' and 'there is', *ndemaa* 'he hasn't' and 'there isn't'.)

G. The word *èvo*

ÈVO vam hljadaarka
sàda ÈVO vam ràžuun

here's a 1,000 dinar bill
 now here's your bill

This is another word for 'here'. You use *èvo*, as you see by these examples, when you are handing something to someone, 'here's a ____'. Notice that you say

'here's to you a ____', using *vam*. Elsewhere *èvo* may be used as a variant of *obvažje*.

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Give the English equivalents of all Serbo-Croatian expressions in the *Word Study* and the Serbo-Croatian for all the English.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences*.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*.

3. Word Study Review (Individual Study)

A. Here are four groups of pronominal adjectives (A, B, C, D). Each has all of the different forms listed in the *Word Study*. (Note that some forms have several different uses, as *mđje*, which may be neuter singular nominative or accusative, masculine plural accusative, or feminine plural nominative or accusative.) On the right is a list of nouns in various cases, etc. Make as many combinations of the adjectives with

the nouns as possible, always keeping good sense, and then use these combinations in sentences. Test your sentences with the rest of the class and, if possible, with your Guide. For example, you may combine *mđof* with *đulo* (which is masculine; see the list in Section L of the *Word Study*) and use *mđof đulo* in such a sentence as *mđoraam imati benzina ra mđof đulo*.

A *mđof*
mđja
mđju
mđje

B *vđš*
vđšega
vđša
vđšu

C *nđen*
nđena
nđenu
nđeno

D *đvaaj*
đvog
đvom
đvaa

đlac
rđđitelji
pšënicu
rđba

đulo
bđlnitaarka
brđl
etpele

mojt

vaše
vašenjenit
njeninaovih
ovoj
ovih
ovihsina
sijeno
guma
ima
lijevnih
mitjeko
mašinu
benzin
shko
milica
ustgu
mapa
kečer
soba
kućudijete
bagađa
holci
keci
bolnici
sapruga
lijevnika
mašiku
saprug
mešinu
kući
bure
banici
kilo

B. Use the correct Serbo-Croatian for the English in parentheses:

1. Imaate li vi kôkovec (baggage)?
2. Gdje su moje (shoes)?
3. Mojim vas, dajte mi čaju (of tea).
4. Je li (this) guma još dobra?
5. (Your) auto ide vrlo lijepo sada.
6. Ima li (gas) u ovom gradu?
7. Ako trebate benzina, možete ići u drugi (city).
8. (This) vatroz ima dosta vode.
9. (One) kilogram siđil seždešeti dinara.
10. (This) kisto ima dobru shku danas.

4. What Would You Say? (Individual Study)

1. Dan asks the station attendant if he has any gasoline. He says to the attendant:
 - a. Dobro dan, dobro došli.
 - b. Imaate li benzina?
 - c. Sada je sve u redu.
2. The attendant tells Dan that he has some:
 - a. Mojim vas, pokušite se malo, jer nemaam vremena.
 - b. Sada je sve leško došli, a naročito benzin.
 - c. Imaam malo, jučer sam dobio jedno bure.

3. Dan asks the attendant, how he sells it:
 - a. *Vrlo dobro, sad tu, samo koliko zeliste?*
 - b. *Evo vam hiljadaarka.*
 - c. *Molim vas kako vi prodajete ovaj benzin?*
4. The attendant admits it's high, but says there is no mixture in his gas.
 - a. *Zasto je to tako preskupo?*
 - b. *Jaa znadam da je skupo, ali ovo je cisti benzin, gdje nema mješavine.*
 - c. *Šta vi odgovorite, kakove mješavine?*

5. Dan asks for fifty litres, expecting to have enough to Skoplje.
 - a. *Benzin pomiješan sa petroljem je jeftiniji, samo je mnogo slabije kvalitete.*
 - b. *Vrlo dobro, sad mi dajte samo pedeset litara i ja mislim da će to biti dosta do Skoplja.*
 - c. *Jeste, litra benzina stoji deset dinara.*
6. The attendant services the car and hands the bill to Dan, saying:
 - a. *Jdž vas molim, dajte mi dvije litre ulja za auto.*
 - b. *Vi gospodine imate su u ređu, benzin, ulje, vodu i gume. Ovdje je račun.*
 - c. *Hvala i evo vam hiljadaarka za vaš račun. Zbogom.*

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Group Leader calls for them.

2. Word Study Check-Up

Give the Serbo-Croatian for all English Equivalents in the *Word Study* as the Group Leader calls for it.

3. Listening In

1. Dan is driving through Yugoslavia, needs some gas, and stops at a gas station.

Record 16B, after first spiral.

Dan: *Dobar dan gospodine!*
 Attendant: *Dobar dan i dobro došli, kako ste?*

Dan: *Dobro hvala, molim vas imate li benzin?*

Record 17A, beginning.

Dani: Vtlo ddbro. Kdlika ido svd stdjt?
Attendant: Vdš rduun je pdel stdo šendseet i dšlr
dinaara.
(Upon being paid he says.)
Hvadla vam gospodine, i kšlšm da se dpeel
vidšimo.

2. Dragutin is asking Milan to come to his home for a little chat.

Dragutin: Dd li vam je moguše doššl mdo kdd mene?
Milan: Vt šnadle da jda švšek (švek) rdadšm i da
ndemaam vřemena.
Dragutin: Šdmo da se razgdvdaarqamo.
Milan: Ddbro, vt šnadle da bt mēni bšllo drdago
nēkad doššl kdd vaas.
Dragutin: Mēni se švniš kdd da vt nē volšle doššl kod
mdjee kšlee.
Milan: Nēmoajje mdššm vas tdko prššlali.

Dani: I ment bt takodšer bšllo drdago.
Attendant: Špeel vam mndgo hvadla i do vldjeenja.

Dragutin: Znadle, jda vřerujem (vdrujem) da vt
mdžele doššl, šdmo ako kšlšle.
Milan: Vdšm da vt ne razšmšjele (razšmeete)
šd je ido 'nē moguše'.
Dragutin: Pa ddbro, jda vas vřšee neššu nt pššlali.
Ako mdžele doššl, došššle.
Švšek ste ddbro dššl.
Milan: Tdko je, doššl šu švšm mš je moguše, pa
šemo se zadovšššlšl.

3. Djuro and Jovan are two villagers strolling along a country road in Yugoslavia.

Record 17A, after second spiral.

Djuro: Vdššle li vt dvoju pššnicu u dvom pššju?
Jovan: Jēšle, šmaamo vtlo ddbro šllo dvee gdššnee.
Djuro: Znadle li vt da mš šmaamo ddbro vřššme
(vřēme) dvee gdššnee u dvom prēdšjelu
(prēdšelu) rēšššje?

Jovan: Nē švšek (švek) šer nēkad šmaa i prēvřšee
kššee.
Djuro: Dd li je dvoo vřššme (vřēme) ddbro za svd
šllo?
Jovan: Jēšle, kdko nē?

Djuro: *Uskoro ćemo doći u moje selo.
Poznaate li vi moje roditelje?
Oni bit će lamo.*

Jovan: *Poznaam ih vrlo dobro već dvije (dve)
godine,
A lakodjer i vašega brata.*

Djuro: *Jedan Amerikanaac želi iznajmiti kuću
lamo.*

Jovan: *Ja znam gdje (gdje) imam vrlo lijepa
(lepa) kuća za iznajmiti.
Kakovu kuću don želite?*

Djuro: *Je li jeftina?*

Jovan: *Vjerujem (verujem) da je prilično jeftina,
jer ima sanio tri sobe.*

Djuro: *Vrlo dobro.*

SECTION E—CONVERSATION

1. Covering the Serbo-Croatian in Basic Sentences (Individual Study)

With the Serbo-Croatian covered, practice until you can speak the Serbo-Croatian for each English sentence without hesitation.

2. Vocabulary Check-Up

Give the Serbo-Croatian for all English sentences in the *Basic Sentences* as the Group Leader calls for it.

3. Conversation

1. A is the station attendant and B the driver. B drives into the station and asks for gas, oil and water. Discuss the high prices, the scarcity and the quality of the gas and oil. B is an American and is interested in the country, so asks A how the crops are and what the weather will probably be. A is skeptical. B asks how his tires are. A checks and finds them OK. B thanks A and leaves.

2. A has just arrived in a small Yugoslav town. He meets B, a local dealer, and inquires about conditions. They discuss the questions of the wheat crop, the availability of gas and oil, the water in the town (*vodros*), etc. Make as thorough-going a survey of conditions as you can with the vocabulary you have.

SECTION F—CONVERSATION (Cont.)

Continue conversation with additional check-up if necessary.

FINDER LIST

<i>auto</i> (m.)	ауто	car	<i>ndrobito</i>	нарочито	especially
<i>benzolin</i> (m.)	бензин	gasoline	<i>ndemaa</i>	нема	there is not
<i>bile</i>	биће	It will be	<i>ovaaj</i>	овај	this (masc.)
<i>bure</i> (n. spec.)	буре	barrel	<i>pedeseel</i>	педесет	fifty
<i>dobiti</i>	добити	to receive	<i>petrdulje</i> (n.)	петроуље	kerosene
<i>доста</i>	доста	enough	<i>pomiješaan</i>	помијешан	mixed
<i>дошли</i>	дошли	having come	(<i>pomiješaan</i>)	(помешан)	
		(plural "I" form)	<i>poslje</i> (<i>posle</i>)	посље (после)	after
<i>evo</i>	ево	here	<i>poslo</i>	пошто	how much?
<i>guma</i> (f.)	гума	tire	<i>požurite se!</i>	пожурите се!	hurry! (imperative)
<i>hiljadaarka</i> (f.)	хиљадарка	1000 dinar bill	<i>preskuppo</i>	прескупо	too expensive
<i>jeftiniji</i>	јефтинији	cheaper	<i>prodaje</i>	продаје	he sells
<i>jučer</i>	јучер	yesterday	<i>račun</i> (m.)	рачун	bill
<i>kakova</i>	какова	what kind of (fem.)	<i>rat</i> (m.)	рат	war
<i>kilograam</i> (m.)	килограм	kilogram	<i>red</i> (m.)	ред	order
<i>kvaliteta</i> (f.)	квалитета	quality	<i>skuipo</i>	скупо	high, expensive
<i>litra</i> (f., pl. G	литра	litre	<i>slabiji</i>	слабији	worse
<i>litraa</i>)			<i>sido</i>	сто	hundred
<i>mješavina</i>	мјешавина	mixture	<i>šezdeset</i>	шездесет	sixty
<i>mješavina</i> (f.)	(мешавина)		<i>teško</i>	тешко	difficult (heavy)
<i>mnogo</i>	много	much	<i>treba</i>	треба	he should or needs
<i>na</i>	на	according to, by	<i>ulje</i> (n.)	уље	to
					oil

LET'S EAT

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then run twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 17B, beginning.

John goes to a restaurant in Yugoslavia to order a meal.

ENGLISH EQUIVALENTS

Good evening, sir, what would you like?

tell
that I eat

Tell me what you have to eat.

roast lamb
boiled
of fruit

I only have roast lamb, boiled potatoes, coffee or milk and a little fruit.

AIDS TO LISTENING

Waiter

Dobar večer, gospodine, šta želite?

John

*rečite
da jêdeem*

Rečite mi šta imate da jêdeem.

Waiter

*pêčenu jânjetinu
kûvaanii
vdêa*

*Imaam samo pêčenu jânjetinu,
kûvaanii krâmpîr, kâfu ili
mlijêko (mleêko) i malo vdêa.*

CONVENTIONAL CYRILLIC SPELLING

Добар вечер, господине, шта
желите?

реците
да једем

Реците ми шта имате да једем.

печену јаџетину
кувани
воћа

Имам само печену јаџетину,
кувани крумпир, кафу или
млијеко (млеко) и мало
воћа.

don't you have?
of beef
Don't you have any beef?

John
zar netmaale
gðvedinee
Zar netmaale gðvedinee?

зар немате
говедине
Зар немате говедине?

neither . . . nor
of pork
No sir, no beef and no pork.

Waiter
ni . . . ni
svinjetinee
Ni gðvedinee ni svinjetinee,
gospðdine.

ни . . . ни
свињетине
Ни говедине ни свињетине,
господине.

of vegetables
except
Don't you have any other vegetables
besides potatoes?

John
pðvrta
ðsim
Zar netmaale drugog pðvrta ðsim
krumpiira?

поврћа
осим
Зар немате другог поврћа осим
крумпира?

I wanted
of green beans
of lettuce
I wanted some green beans and some
salad.

hito sam
zelenog gràha
saladtee
Jaa sam hito mào zelenog gràha i
salaátee.

хтио сам
зеленог граха
салате
Ја сам хтио мало зеленог граха и
салате.

nothing
I'm sorry, we don't have any (of
that).

Waiter
ništa
Žào mi je, nðemaamo ništa ðð toga.

ништа
Жао ми је, немамо ништа од тога.

bel
bring!
Well, then, please bring [us] what
you have.

What'll you have to drink?

I drank
breakfast
Milk, please, I drank coffee for break-
fast.

Very well.

Record 18A, beginning.

you haven't brought
a small spoon.
Why didn't you bring me a teaspoon?

knife
fork
I only have a knife and fork.

I'm sorry!
[9-A]

John
bùdítel
donèsitel
Bùdíte tako dǎbar pa donèsíte što
imate.

Waiter
Šta želite piti?

John
plo sam
dǎručak
Mlijeko (mlečko) molim, plo sam
kaфу za dǎručak.

Waiter
Vrlo dǎbro.

John
nište dǎnijeli (dǎneeli)
mǎalu kašiku
Zašto mi nište dǎnijeli (dǎneeli)
mǎalu kašiku?

ndož
vilicu
Imam samo ndož i vilicu.

Waiter
Oprodstitel

будите!
донесите!
Будите тако добар па донесите
што имате.

Шта желите пити?

нио сам
доручак
Млијеко (млеко) молим, нио сам
кафу за доручак.

Врло добро.

ниште донијели (донели)
малу кашпику
Зашто ми ниште донијели (донели)
малу кашику?

нож
виллицу
Имам само нож и виллицу.

Опростите!

what kind of
What kind of bread do you have?

wheat bread
We only have dark wheat bread.

to bring
plate
exactly so
Could you please bring me another
plate; this one isn't so clean.

that I bring
Certainly, I'll bring it right away.

I ate
this morning
early
believe!
hungry

John
kàkovit
Kàkovit hljeb (hljeb) imate?

Waiter
pšenitnit hljeb (hljeb)
Mi imamo samo crnit pšenitnit
hljeb (hljeb).

They are served

John
donijeti (dòneeti)
lànjlir
bàš làko
Mòlim vas, možete li mi donijeti
(dòneeti) drugì lànjlir, ovaj nije
bàš làko čist?

Waiter
da dòneseem
Svakaako, òdmah ću da dòneseem.

John
jèo sam
jutroo
rano
vjerujte (verujte)!
gladnan

какови
Какови хлеб (хлеб) имате?

пшенични хлеб (хлеб)
Ми имамо само црни пшенични
хлеб (хлеб).

донијети (донети)
тањир
баш тако
Молим вас, можете ли ми донијети
(донети) други тањир, овај није
баш тако чист?

да донесем
Свакако, одмах ћу да донесем.

јео сам
јутроо
рано
вјерујте (верујте)
гладан

I ate early this morning, and believe
me, I'm hungry!

*Jeo sam jutroos rano i vjerujte
(vèrújte) da sam gladdan.*

Јео сам јутроос рано и вјерујте
(верујте) да сам гладан.

(After they've finished, the waiter says:)

Waiter

something sweet
after dinner
Do you want something sweet after
dinner?

*něslo sláiko
pòslje (pòsle) vèčeree
Želite li něslo sláiko pòslje (pòsle)
vèčeree?*

нешто слатко
посље (после) вечере
Желите ли нешто слатко посље
(после) вечере?

John

piece
of homemade (fruit or cheese)
roll
Have you a small piece of some sort
of sweet-roll?

*komadić
dđmaatee pitee
Imaate li mǎali komadić kakovee
dđmaatee pitee?*

комадић
домаће пите
Имате ли мали комадић каквог
домаће пите?

Record 18B, beginning.

of apples
of cheese
of plum jelly
We have apple, cheese and plum
jelly rolls.

*Waiter
jǎbuukaa
sira
pèkmesa
Imaamo pitu od jǎbuukaa, sira i
pèkmesa.*

јабука
сира
пекмеца
Имамо питу од јабука, сира и
пекмеца.

2. Hints on Pronunciation

Combinations with *j*.

Certain English sounds are combinations of a vowel
plus a *y* sound. These are written so many different

ways it is hard for an English-speaking person to see
this fact. In Serbo-Croatian our writing is consistent

and always writes these with a vowel (or double vowel) plus *j*. For example, the English word *ride* would be written in our Serbo-Croatian spelling *rajd*;

PRACTICE 1

Record 10B, after first spiral.

jeddnaajst
dajte
čaj
maajka

ojl would be written *ojl* and *ate*; *est*. Here are some examples of these sounds in Serbo-Croatian words:

eleven
give!
tea
mother

PRACTICE 2

Record 10B, after second spiral.

mdaj
vdjntik
nèmoofte
drùgool

my
soldier
don't!
other (f.D sg.)

PRACTICE 3

Record 10B, after third spiral.

mùzej
jèurej
zèjlin

museum
Jew
oil

Besides those familiar to you in English, you have had *uj* (something like the *uoy* in *buoy*). This is simply

the *u* sound (as in *lute*) plus *j* (English *y*). Try these examples:

PRACTICE 4

Record 18B, after fourth spiral.

vjèrujle

believe!

njna

aunt (by marriage, maternal)

kàzu

tell!

lj

You have already studied *lj* as the sound in *million*, but when it comes before another consonant, as in *nèdeeljno*, *lj* is a single sound, a unit. It is neither *l* nor *j* but a different sound. To pronounce it try putting the tip of your tongue against your lower teeth. Now try to

say *l*. You will find that you are saying a different kind of *l*, what may be called a 'front' *l*. This is the sound of *l* in *lj* or of *lj* itself when it's at the end of a word or before a consonant. Here are some examples. Listen closely and imitate.

PRACTICE 5

Record 18B, after fifth spiral.

prijatelj

friend

roditelj

parent

nèdeeljno

weekly

dovoljno

enough

SECTION B—WORD STUDY

1. Word Study (Individual Study)

A. PREPOSITIONS: Use

1. Prepositions followed by the genitive.

viš tete dođi DO njihove stàrosti

you'll come to their age

biće mi dōsta DO Skoplja

that'll be enough for me to Skoplje

vi ste IZ Amèrikee

you're from America

[9-B]

dòlaziim IZ Nèw Jorka
dòddjite KÒD mene
òni tée bìli KÒD kutee
nà desno OD katedradlee
nà hjeevo ÒD njee
ìdo bì ÒD vaas bìllo hjepe
nèmaamo nìkta OD lðgaa
ZBÒG logaa dàti tu vam sðbu
nèmaate drìggog pòvta ÒSIM krùmpiira
PÒSLJE ràta

If you examine these examples, you find that the noun or pronoun after each of the italicized prepositions is in the genitive. Most of these forms you readily recognize as genitive, such as *Amèrikee*, *mene*, *kutee*, etc. The form *stàrosti* is the genitive of a feminine -i noun. With *do* 'to, up to', *iz* 'from, out of', *kod* 'at, at the home of', *od* 'from, away from', *zbog* 'because of', *òsim* 'except', *pòslje* 'after' the noun or pronoun following is *always in the genitive*. (Notice how a genitive is made of *New York* by adding the -a ending.)

2. Prepositions which may be followed by several cases.

Group 1

mðoraam òti U bànkù
U hòleel
mðoraate òti U sredinu gràda
ìdeemo U katedradlu

I come from New York
 come to my place (lit. at me)
 they'll be at home
 on the right of the cathedral
 on the left of it
 that'd be nice of you
 we don't have any of that
 because of that I'll give you a room
 you haven't any other vegetables except potatoes
 after the war

The preposition *kod* has the specialized meaning of 'at the home of'. So you say *kod mène* for 'at my place, at my house', *kod vðas* 'at your place' and simply *kòd kutee* for 'at home, at the house'.

Notice also the use of *od* 'from'. In the above examples it is equivalent to English *of*. In Serbo-Croatian you say 'to the right *from* it', 'that'd be very nice *from* you', 'we don't have any *from* that'.

I have to go to the bank
 into the hotel
 you have to go into the center of the city
 we're going to the cathedral

ideete li vi Û vaše pòlje!
 òni iduu U vaðroš
 vòliim ići NA stànicu
 ideemo NA univerzitet
 pròdajete li vi bènziin NA litre ili NA kilograame?

are you going to your field?
 they're going to town
 I want to go to the station
 we're going to the university
 do you sell gas by litres or by kilograms?

Group 2

òna ràadii U bólnici
 tíjéna U òvom preédjelu gràda
 òni žilvee U Amèrici
 òn ràadii U bànci
 imaam prilično sijena Û polju
 sàd je svè U reédu
 mli žilviimo U Hoteélu Pàlas
 bànka je U Milòševooj àlici
 àutobus stàje NA drùgooj stràdni
 tràmvaaaj stàje NA uúglu
 nè mòžem ih naći NA òvooj mapi

she works in a hospital
 the price in this part of the city
 they live in America
 he works in the bank
 I have a lot of hay in the field
 now everything's in order
 we're living in the Hotel Palas
 the bank's on Miloshev street
 the bus stops on the other side
 the street car stops on the corner
 I can't find them on this map

In Group 1 the nouns after the prepositions *u* and *na* are all in the accusative. In Group 2 they are all in the dative. As we have learned before, *u* means 'into' when followed by the accusative and 'inside of' when followed by the dative. In the same way *na* means 'to, up to' with the accusative ('according to' if it is used with a measure, such as *litre* or *kilogram*) and 'on, upon' with the dative. It will help you to remember

how these are used to note that *u* and *na* are followed by the accusative when the meaning is one of *motion towards*, 'to the university', 'to the bank', 'to the station', etc.; but they are followed by the dative when the meaning is one of *place where*, 'in the bank', 'in the field', 'in order', 'in Miloshev street', 'on the corner', etc.

3. You have had other prepositions which may be followed by more than one case but which you have had with only one. Examples of these are:

don gđovrii SA gospōdinom Jōvich
 kad jāa svršiim SA svđiim sijenom
 pđmiješaan SA petrđuljem
 mōžele li vi ti Snama?
 Skiim don gđovrii?
 kiše ne bi bile dōbre ZA mōju pšēnicu
 ūlje ZA āuto
 šta imaatē ZA vēčeru
 ZA kōjii dāan tu imati sōbu
 mi tēmo se zadovoljiti ZA krātkoo vrijeme
 mōbrajuu Ō nečem prišlati

he's speaking with Mr. Jovich
 when I finish with my wheat
 mixed with kerosene
 could you go with us?
 with whom is he talking?
 rain wouldn't be good for my wheat
 oil for a car
 what you have for dinner
 any day I may have a room
 we'll be satisfied for a short time
 they have to talk about something

We have here *sa* or *s* used with the instrumental, *za* used with the accusative and *o* used with the dative. *Sa, s* means either 'with, together with' or 'by means of' when used with the instrumental. Notice that it is used in a sentence such as 'when I finish *with* my wheat'. *Za* is used with the accusative with the meaning 'for': 'good *for* my wheat', 'oil *for* a car', etc. Notice also its use in *za kōjii dāan*, where it means 'at': 'at some day'.

Our last preposition, *o*, means 'about, concerning' when the form following is in the dative, as in, to give another example, *mi gđovriimo o drūgoom grādu* 'we're talking about another city'.

You will get these prepositions with other cases later. Practice these, be sure you know the use of each. Master them by using sentences with them over and over again.

Here is a summary of your prepositions:

1. Prepositions used only with the genitive:

do 'to, up to'
kod 'at'

iz 'from, out of'
od 'from, away from'

dsim 'except'
zbog 'because of'

pòslje 'after'

2. Prepositions used with two cases:

u with Acc. 'into'
with Dat. 'in, inside of'
na with Acc. 'to, up to, according to'
with Dat. 'on, upon, at'

3. Prepositions which may take several cases but only one so far given:

sa, s with Instr. 'with'
za with Acc. 'for'
o with Dat. 'about, concerning'

B. VERBS

a- verbs

jda tu ĬMATI jòš jèdnu pražnu
don ĬMAA jèdnooga stina
MOORAAM ĭti u bānku
jda bi MOĎRAO ĭti

I'll have one more empty
he has one son
I have to go to the bank
I should go

You have already studied all of these verb forms. They are examples of the *-ti* form (infinitive), the *l* form (past participle) and forms with the present endings. The two verbs in these examples we call *a-* verbs, since they have *a* before the endings in most forms. The *a*

is single before *-ti* and the *l* (or *-o*) of the *l* form, but double before the endings *-m*, *-te*, etc. Since these verbs belong to the same group we may supply the forms we have not had of each by making them on the pattern of the other:

imati to have
MOĎRATI to have to

imaa he has
mĎoraa he has to

don je ĬMAO he had
don je mĎorao he had to

You have not had the imperative of any *a*-verb. It is formed like *dāajie* 'give!', with *aa* and a *j* before the *-ie* ending: *pīlāajie* 'ask!'. Here is a list of the *a*-verbs you've had (including *znāti* and *pōznāti*, which have special forms elsewhere but may here be considered *a*-verbs), giving the *-ti* form, the present for 'he's (doing so-and-so)' or the corresponding perfective form with *da*, and the *l* form. These are the most important forms for you to know.

<i>īmāti</i>	to have	<i>īmaa</i>	he has	<i>don je īmao</i>	he had
<i>mōbrāti</i>	to have to, must	<i>mōdora</i>	he has to	<i>don je mōbrao</i>	he had to
<i>pīlāti</i>	to be asking	<i>pīlāa</i>	he's asking	<i>don je pīlāo</i>	he was asking
<i>pōgledāti</i>	to look at	<i>da pōgledāa</i>	that he look at	<i>don je pōgledao</i>	he looked at
<i>pōznāti</i>	to know (a person, etc.)	<i>pōznāa</i>	he knows	<i>don je pōznāo</i>	he knew
<i>prītāti</i>	to talk	<i>prītāa</i>	he's talking	<i>don je prītāo</i>	he talked
<i>račūnāti</i>	to figure, reckon	<i>račūnāa</i>	he's figuring	<i>don je račūnao</i>	he figured
<i>razgovādrāti</i> <i>se</i>	to converse	<i>razgovādraa</i> <i>se</i>	he's conversing	<i>don se je</i> <i>razgovādrao</i>	he conversed
<i>smādrāti</i>	to consider (something)	<i>smādraa</i>	he considers	<i>don je smādrao</i>	he considered
<i>trēbāti</i>	to have to, to be necessary	<i>trēbaa</i>	he must, it's necessary	<i>don je trēbao</i>	he had to
<i>upīlāti</i>	to ask	<i>da ūpīlāa</i>	that he ask	<i>don je upīlāo</i>	he asked
<i>zanīmāti se</i>	to be occupied with	<i>zāniimāa se</i>	he's occupied with	<i>don se je zāniimao</i>	he was occupied with
<i>znāti</i>	to know	<i>znāa</i>	he knows	<i>don je znāo</i>	he knew

Remember that you can always tell whether a verb in a list is perfective or imperfective by the form with present endings. The word *da* is placed before the 'he' form of perfective verbs. When a verb is usually or always used with the reflexive *se*, this *se* is given along with the forms of the verb.

The word *nɛɛmaa* 'he doesn't have, there isn't' is not a special verb but the combination of *nɛ* plus *imaa*. It is no more a separate verb than is *nɛ voliim*. To say 'he

i- verbs

jàa tu DOVÒZITI mɔje sɛjɛno
GOVORIITE li vii ɛngleski?
ŽÈLIIM jèsti
don vɔas je PÒZDRAVIO
ne GOVÒRITE tɔko brɛzo

All of the verbs here emphasized have *i* where the others had *a*. The *i* is single before *-li* and *-o*, double before *-m* and *-te*, but is single again before the im-

won't have' and 'he didn't have' you use *don nɛɛɛ imati* and *don nɛje imao*.

I'll bring in my hay
 do you speak English?
 I want to eat
 he sent you greetings
 don't speak so fast

perative *-te* (where the *a-* verbs had *aa* plus *f*). Here is a list of the *i-* verbs you have had, giving the same forms as in the *a-* verb list:

<i>ɛniti</i>	to make, do	<i>ɛnii</i>	he's making	<i>don je ɛnio</i>	he was making
<i>dɔlaziti</i>	to come	<i>dɔlazii</i>	he's coming	<i>don je dɔlazio</i>	he was coming
<i>dovɔziti</i>	to bring (by vehicle)	<i>dɔvɔzii</i>	he's bringing	<i>don je dovɔzio</i>	he was bringing
<i>govɔriti</i>	to speak	<i>govorii</i>	he's speaking	<i>don je govɔrio</i>	he spoke
<i>iznaɔjmii</i>	to rent	<i>da iznaajmii</i>	that he rent	<i>don je iznaajmio</i>	he rented
<i>kuɔpiti</i>	to buy	<i>da kuɔpiim</i>	that he buy	<i>don je kuɔpio</i>	he bought
<i>mɛsliti</i>	to think	<i>mɛslii</i>	he's thinking	<i>don je mɛslio</i>	he was thinking
<i>mɔliti</i>	to beg	<i>mɔlii</i>	he's begging	<i>don je mɔlio</i>	he begged
<i>nareɔditi</i>	to order	<i>da nareedii</i>	that he order	<i>don je nareɔdio</i>	he ordered
<i>ɔɔlaziti</i>	to leave	<i>ɔɔlazii</i>	he's leaving	<i>don je ɔɔlazio</i>	he was leaving
<i>oprɔstiti</i>	to forgive	<i>da ɔprɔstii</i>	that he forgive	<i>don je oprɔstio</i>	he forgave
<i>pɔɔdraviti</i>	to greet	<i>da pɔɔdraavii</i>	that he greet	<i>don je pɔɔdravio</i>	he greeted
<i>poɔɔuriti se</i>	to hurry	<i>da se poɔɔurii</i>	that he hurry	<i>don se je poɔɔurio</i>	he hurried

[9-B]

<i>prèslaviti</i>	to introduce	<i>da prèslavii</i>	that he introduce	<i>don je prèslavio</i>	he introduced
<i>promiǵeniti</i>	to change (something)	<i>da pròmijèni</i>	that he change	<i>don je promiǵenio</i>	he changed
<i>ràditi</i>	to work	<i>ràdii</i>	he's working	<i>don je ràddio</i>	he was working
<i>sluǵiti</i>	to earn	<i>sluǵii</i>	he earns	<i>don je sluǵio</i>	he was earning
<i>svrǵiti</i>	to finish	<i>da svrǵii</i>	that he finish	<i>don je svrǵio</i>	he finished
<i>tràditi</i>	to look for	<i>tràdii</i>	he's looking for	<i>don je tràdžio</i>	he was looking for
<i>ǻiti</i>	to learn, study	<i>ǻii</i>	he's learning	<i>don je ǻio</i>	he was learning
<i>vòiti</i>	to like, want	<i>vòii</i>	he wants, he likes	<i>don je vòio</i>	he liked or wanted
<i>zadovòljiti se</i>	to be satisfied	<i>da se zadovòljii</i>	that he be satisfied	<i>don se je zadovòljio</i>	he was satisfied
<i>ǵeliti</i>	to want, wish	<i>ǵelii</i>	he wants (he wishes)	<i>don je ǵelio</i>	he wanted (he wished)

Note: the word *ǵiniti* 'to do or make' you have had only in the expression *mèni se ǵinii* 'it seems to me'. This is literally 'it makes itself (se) to me.' In the same

way you have had the verb *mòliti* 'to beg, to pray' only in *mòliim* 'please,' literally 'I beg or pray.'

Other verbs

ǵeliim JÈSTI
ǵid ǵmaate za vèteru, da JÈDEEM
JÈO sam ǵutroos
mòžete li DONIJÈTI drǵti tǻnjir?
òdmah èu da DONÈSEEM
nistè DÒNIJELI kǻǵiku
DONÈSITE ǵto ǵmaate

I want to eat
 what you have for dinner (so) that I may eat
 I ate this morning
 could you bring me another plate?
 I'll bring it immediately
 you didn't bring me a spoon
 bring what you have

The *i*-verbs and *a*-verbs we have just studied are regular and you have no difficulty in seeing how the different parts of the verb are formed, but *jèsti* and

donijèti have other forms which you can't easily predict. The forms we have here are:

jèsti to eat
donijéti to bring

jèdee he eats
da dñesee that he bring

don je jèò he ate
òni su dñijeli they brought

(Note: the singular, 'he brought,' is again different.) Many verbs have forms as different as these. You will be given in the *Finder List* only that form which is in the *Basic Sentences* until the verb is explained in the *Word Study*. The word *jèsti* is really very regular and follows definite rules. The base is *jed-* as in *jèdeem*.

Whenever the base (or root) of a verb ends in *d*, the *-li* form has *-sti*: *jed-*, *jèsti*, unless it is an *íci*-verb (see section C). This applies only to *-li* forms which have no vowel between the root and the *-li* (as *i* in *radđiti*). These same verbs lose the *d* altogether in the *l* form: *jed-*, *jèò*.

vi éte DOÓCI do njihovee stàrosti
kàko se DOÓDJE u bànkui
dòbro DÒŠLI!
DOÓDJITE nèkad kòd mene
HAJDEMO!
mòraam ÍCI
ÌDEEM da vidiim mòju pšènicu
ÌDITE nà desno
jà ih nè mòžem NAÁCI
mòraate ÒTIICI u srednu gràda

C. *íci* verbs

you'll come to their age
how does one reach (lit. 'come himself') to the bank?
welcome!
come up to my place sometime
let's go!
I have to go
I'm going to see my wheat
go to the right
I can't find them
you have to go into the center of the city

The word *íci* 'to go' is a special one, as you have already learned. In the above examples we have several verbs which are like *íci* in most forms. They are, in fact, made up of prefixes and the word *íci* itself;

dóóci is *do* 'to' plus *íci*; *naáci* is *na* 'upon, on' plus *íci*; *òtiíci* is *ot* 'from' plus *íci*. Taking all of the forms from the above sentences we have:

dóóci to come

da se dódodje

dòšli

dóódjile
hàjdemo

ɪi to go
nadɪi to find
ɔtiɪi to go

ɪdee

ɪdile

hɪdemo 'let's go' (this may also be pronounced *ɔjdemo*) is a special verb and has no *-ti* form, etc. We include it here as it also belongs to the word *ɪi* as you may see by comparing it to *ɪdeemo* 'we go'. The *l* form

sg.	<i>dɔʃao</i>	<i>ɪʃao</i>
	<i>dɔʃla</i>	<i>ɪʃla</i>
	<i>dɔʃlo</i>	<i>ɪʃlo</i>
pl.	<i>dɔʃli</i> , etc.	<i>ɪʃli</i> , etc.

The verb *ɔtiɪi* is perfective in contrast to *ɪi*, which is imperfective. When you say *don je ɔtiʃao* you mean 'he's gone, he went (for good)' but when you say *don je ɪʃao* you mean simply 'he went', without implying whether he reached the place he was going to or whether he returned. The first is definite--'gone'; the second is indefinite 'left'.

The verb *nadɪi* 'to find' is perfective and the forms are like those of *dobɪi*: *da nadɪje* 'that he find', *naddjite*

<i>ɪi</i>	'to go'	<i>ɪdee</i>
<i>dobɪi</i>	'to come'	<i>da dɔdɪje</i>
<i>nadɪi</i>	'to find'	<i>da nadɪje</i>
<i>ɔtiɪi</i>	'to go'	<i>da ɔtiɪde</i>

of *dobɪi*, *dɔʃli* is an example of how all the *l* forms of *ɪi* verbs are made. In the singular they have movable *a*, as *dɔʃao*. So our *l* forms for these verbs are:

<i>nɔʃao</i>	<i>ɔtiʃao</i>
<i>nɔʃla</i>	<i>ɔtiʃla</i>
<i>nɔʃlo</i>	<i>ɔtiʃlo</i>
<i>nɔʃli</i> , etc.	<i>ɔtiʃli</i> , etc.

'find'! But *ɔtiɪi* is like *ɪi* in *da ɔtiɪde* 'that he go' and like *dobɪi* in *ɔtiɪdɪte* 'go'!

We may now set up a more complete table of forms. Since you can translate these without trouble, the meaning is given only with the *-ti* form. To show that *ɪʃao*, etc., have 'movable *a*' this form will be written *ɪʃ(a)o*. This will only be done in lists so that you can easily tell how to make the other forms. Notice that *ɪi* is imperfective and all the others (the formations with prefixes) are perfective.

<i>ɪʃ(a)o</i>	<i>ɪdile</i>
<i>dɔʃ(a)o</i>	<i>dobɔdjite</i>
<i>nɔʃ(a)o</i>	<i>nadɔdjite</i>
<i>ɔtiʃ(a)o</i>	<i>ɔtiɔdjite</i>

D. Words for 'thank you', etc.

<i>mòliim</i>	please, you're welcome!
<i>izvònite</i>	excuse me!
<i>izvòlte</i>	if you will!

These are all words you must become thoroughly acquainted with and use at the proper time. *mòliim*, literally 'I beg' or 'I pray' is used for 'please,' 'you're welcome' or for 'don't mention it.' *mòliim* is the reply to *izvònite*, 'pardon me!' The word *izvònite* means 'excuse me,' as when leaving a group of people, or

'pardon me' as when stepping on their toes as you leave. If two of you start out the door at the same time, you should say *izvòlte* 'if you will!' meaning 'please go first.' Or if you break into a conversation and wish to have the person who was speaking on your arrival continue, you say *izvòlte* 'please continue!'

2. Covering English and Serbo-Croatian (Individual Study)

Give the English equivalents for all expressions in the *Word Study* and the Serbo-Croatian for all the English.

3. Review of Basic Sentences

With the Guide or records, review the first half of the *Basic Sentences*.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*.

3. Word Study Review (Individual Study)

A. Here is a drill on your use of prepositions. Use the correct Serbo-Croatian word or phrase for the English in parentheses, paying particular attention to your noun endings:

[9-C]

1. *Ōon nje jèò nšta osim (meat).*
2. *Mši smo kušpili jànjelinu za (dinner).*
3. *Pòslje (the war) čemo jèsti sàmo gòvedinu sa mndgo pòvrća.*
4. *Jàa ču bìli (at your house) večeras.*
5. *Jàa sam jèò jànjelinu sa (vegetables) za večeru.*
6. *Žèliite li màlo mlijéka za (your coffee)?*
7. *Mši smo jèli saládu sa (lamb).*

B. Here is drill on your verb forms:

1. *Čim jàa (find) mðje cipele, bìtu svàma.*
2. *Štà ste vi (found) na màpi?*
3. *Žèliite li nèšto jèsti ili jèste li vi vèć (eaten) jùtroos?*
4. *Jàa (wanted) gòvedinee a òni (had) sàmo jànjelinu i svànjelinu.*
5. *(Bring) mi màlo vèća ako ìmaate.*
6. *(I ate) pšèničnii hljèb za dðrućak svàkii dðan.*

8. *Ìdeete li vi iz (Skoplje).*
9. *Kàd čemo doóći do (the cathedral)?*
10. *Nišmo mðgli òći zbog (the quality) benzína.*
11. *Ìdite u (the hospital) òdmah!*
12. *Mšliite li da mðžemo tàmo bìli (on time)?*
13. *Ōon žèlii bìli u (the hospital) sa (his (own) wife).*
14. *Ōni su govðrili o (you) jùčeer.*

7. *Zar neémaate nšta (that (da) you may eat)?*
8. *Vi (brought me) kàšiku, ndož i vilicu, a nište lànjiir.*
9. *(Believe me), da smo glàdñil*
10. *Pèkinez je dðbar, ali sàda vðliim pitu od sira. Štà (would you like)?*

4. What Would You Say?

1. John asks a waiter what he has to eat. He (John) says:
 - a. *Dðbar večeer gospòdine, štà žèliite?*
 - b. *Dànas ìmaam sàmo pèčenu jànjelinu.*
 - c. *Mðliim vas, štà ìmaate večeras da jèdeem?*
2. The waiter says he doesn't have any beef or pork:
 - a. *Kàko tðo, zàr neémaate komàdić gòvedinee?*
 - b. *Nè gospòdine, žào mi je, ali ndemaamo ni gòvedinee ni svànjelinee.*
 - c. *Zàšto sàmo krùmpiira, zàr neémaate drùgog pòvrća?*

3. John wants some vegetables and says:
 - a. *Mèni je žao gospodine, ali nêmaam drâgog povrća dâim krumpîra.*
 - b. *Znam, ali jâa sâm želio da jêdeem malo zêlenog grâha i saladêe.*
 - c. *Sad pòslje râta, mi nêmaamo ništa od tôgaa.*
4. The waiter wants to know what John would like to drink:
 - a. *Vii tele bili lûko dâbaar, pa tele donijeli štâ imaate.*
 - b. *Želiite li vii nêšto piti gospodine?*
 - c. *Sâmo tu êâku mlijêka, jer jâa sam pro kâfu za dâruçak.*

5. John inquires as to what kind of bread the waiter has. He (John) says:
 - a. *U dvooj zemlji mi i naamo sâmo crnii pšeniçnii hljêb.*
 - b. *Vii mèni nište još kadzali kakovii hljêb mîgu dâbiti.*
 - c. *Dânijeli stê mi nâošt i vîlicu, jôšt mi donêsite mûalu kašiku.*
6. The waiter asks John if he'd like something sweet for dessert:
 - a. *Âko imaate jêdan mûali komâdiç hljêba.*
 - b. *Dâ li vii gospodine želiite takôdjer nêšto slûtko jâslje vêçeree?*
 - c. *Jâa sâm jêo jûtroos râno i vjêrujete mi, jôšt sâm glâdan.*

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Group Leader calls for them.

2. Word Study Check-Up

Give the Serbo-Croatian for all English equivalents in the *Word Study* as the Group Leader calls for it.

3. Listening In

John goes into a restaurant for a bite to eat.

Record 18B, after sixth spiral.

Walter: *Dâbar vêçeer gospodine. Želiite li nêšto jêsti?*

John: *Tâçno, štâ imaate za vêçeru?*

10A [9-D]

Walter: *Rècile mi, štà bi vi èdlilil*

John: *Ako imaate pècenee gòvedinee ili svànjelinee.*

Walter: *Mèni je èào, ali nèdemaam ni jèdnog ni drùgog.*

John: *Pa štà ònda imaate?*

Walter: *Dànas za vèèeru imaamo sàmo pèèenu jànjelinu.*

John: *Tòo je dòbro. Imaate li jòš nèšto?*

Walter: *Nè mndògo, àli èemo nèšto nadéi.*

John: *Zar neémaate kùvaanii krùmpiir i mlijéko (mleéko) ili kàfu?*

Pa ònda àko jòš imaate máló vòèa i tòo bi bìllo zè mene dòsla.

Walter: *Mti gospòdine nèdemaamo tòo svè.*

John: *Dòbro, donèsite što imaate, jà sam gladdan.*

Walter: *Sàmo pèèenu jànjelinu i krùmpiir.*

John: *Imaate li jòš kàkovog pòvrèa òsim krùmpiira?*

Record 19A, beginning.

Walter: *Svàkaako i tòo sàmo crnii pšènièinii hljèb (hlèb).*

John: *Dònijeli (dòneeli) ste mi sàmo vilicu i nõž. Bùdite tàko dòbar pa mi donèsite jòš i málalu kàšiku.*

Walter: *Opròstite, òdmah èu.*

Walter: *Vri mìsliile nèšto kao saladtee ili zèlenog gràha?*

John: *Tòèno, tòo svàkaako imaate.*

Walter: *Mèni je èào, ali mti oòvdje (oòvde) sàda nèdemaamo mìšla òd togaa.*

John: *Znadte vi štà, donèsite vi mèni što imaate!*

Walter: *Žèliite li nèšto piti?*

John: *Jàa se bòjtim pìttati, jer mi izgledaa da vi oòvdje (oòvde) nèdemaate mìšla bàš tàko mndògo.*

Walter: *Vri mòžete pìttati i mèni je dràugo da vam kàžem štà imaam.*

John: *Dòbro, donèsite mi èàšu mlijéka (mleéka), jer kàfu sam pto jùlroos.*

Walter: *Tàko je i mii imaamo kàfu sàmo za dòruèak.*

John: *Vri vjèrovaatno (vèrovaatno) imaate hljèba (hlèba).*

John: *Mèni se èinii da òvaaj tànjiir nje èist.*

Walter: *Izvnite, jà èu vam donijéti (doneéti) drùgii.*

John: *Požurite se, znadte da sam vam kàžao da sam gladdan.*

Walter: *Jèste, òdmah èu da dòneseem.*

Jàa zndam da ste vi imali dòruèak jùlroos ràno.

John: Sàd je svè u reédu,
i jòš éu vas mòliti ako ìmaate nèšto slàtko pòslje
(pòsle) vèčeree.

Waiter: Tòo ìmaam. Šta žèliite? Kàkvoo slàtko?

John: Moguúće ìmaate jèdan màali komàdić píte.

Waiter: Nàravski da ìmaam.

John: Ìmaate li pìtu od jàbuukaa?

Waiter: Ìmaam, i ònda òsim jàbuukaa ìmaam pìtu od
sira kàò i od pèkmeza.

John: Zà mene ée blii dòbra pìta od pèkmeza,
jer sam jùčeer jèò pìtu od sira.

Waiter: Vrlo dòbro, gospòdine, òdmah éete dòbiti.

John (after he finishes eating): Bàš vam hvaàla, dòsta
sam jèò i pìò.

Waiter: Mèni je dràago da sam tòo èno òd vaas.

John: Nego mòliim vas, kòliko òvoo svè stòjii?

Waiter: Nije bàš tàko jèstino, ali nije ni skuúpo.

John: Tòo nije ništa, sàmo rècite kòliko stòjii!

Waiter: Vri znaáte da je sàda pòslje (pòsle) ràta svè
prilìčno skuúpo.

John: Jàa tòo znàam.

Waiter: Mèso i krùmpiir su èetrdèseet i dèvet dìnaraa.

John: Tòo nije prèskuupo.

Waiter: Nije ni jèstino, ali nàš hljèb (hlèb), mlijéko
(mleéko) i pìta stòjee višee nego mèso i
krùmpiir.

John: Kòliko je tòo, mòliim vas?

Waiter: Tòo stòjii èetrdèseet i trii dìnaraa.

John: Pà too jòš nije zà mene skuúpo, jer jàa sam bio
glàadan.

Waiter: Znaáte li vri kòliko je tòo svè skùpa?

John: Znàam, jèdna stòtina i dvàdnajst dìnaraa.

Waiter: Tàko je gospòdine!

John: Izvòlte vri vàše ndovce, a jàa éu sad mòbrati iéi.

Waiter: Vàma hvaàla gospòdine,
pa àko je moguúće, jàa bi vas òpeet vòlio
vidjeti.

John: Blii ée mi dràago, jer vri ìmaate dòbru i èistu
gostidnicu.

Waiter: Tòo je òd vaas ljepo (lèpo).

John: Prije (prèe) nego ìdeem, mòliim vas, ìmaate li
vri gràdskuu màpu?

Waiter: Svàkaako, sàmo izvòlle!

(He hands him a map.)

John: Hvaàla, do vidjeénjal

Waiter: Zbògom gospòdine!

[9-D]

SECTION E—CONVERSATION

1. Covering the Serbo-Croatian of the Basic Sentences (Individual Study)

With the Serbo-Croatian covered, practice until you can speak the Serbo-Croatian for each English sentence without hesitation.

2. Vocabulary Check-Up

Give the Serbo-Croatian for all English sentences in the *Basic Sentences* as the Group Leader calls for it.

3. Conversation

1. A and B go into a restaurant and are greeted by C, the waiter. A asks what there is to eat. C gives a list of the meat dishes. B asks about a favorite meat of his. C says he's sorry but they don't have it. They had some yesterday but none today. A then inquires as to vegetables. C tells him what he has, apologizing for what he hasn't. B says he'd like to have dark bread. C says they have plenty of that and asks what they'd like to drink. A and B both give their choices. On being served both A and B have complaints which C apologizes for profusely. Finish with the dessert course and the bill. Make it big.

2. A has invited B out to dinner. They discuss which restaurant to go to, decide on one which looks nice and enter (make this a lively discourse about the virtues

and discomforts of the various places). When in, A sees that B gets the meal he (or she) wants and orders for the two of them (from C, the waiter). The meal is very good and they comment on its quality.

3. A is a stranger and meets B, a friendly looking person, on the street in Belgrade. He addresses B, says he's an American and would like to rent a room or find a good hotel. B tells him of Mrs. ____ who has rooms to rent. A asks if there is a good restaurant around. B says he can eat at Mrs. ____'s if he rents a room. A is delighted and asks where it is. B says he lives there and is going there now. She's going to have roast beef (or lamb, or whatever B likes best) for dinner. A goes with him.

SECTION F—CONVERSATION (Cont.)

Continue conversation with additional check-up if necessary.

FINDER LIST

<i>bàf</i>	бан	by all means, exactly be!	<i>kàkovi</i>	какови	what kind of?
<i>bùdile (im- perative of bli)</i>	будите		<i>kàfika (f.)</i>	кашика	spoon
<i>dòmaaci</i>	домаци	home made	<i>komadič (m.)</i>	комадиш	piece
<i>dònijeti, da</i>	донџети,	bring	<i>kùvaan, kùvaanii</i>	куван, кувани	boiled
<i>dònesee,</i>	да донесе,		<i>màali</i>	мали	small
<i>dònijeli,</i>	донџели,		<i>nèšio</i>	нешто	something
<i>dònèsite</i>	донесито		<i>nì . . . nì</i>	ни . . . ни	neither . . . nor
<i>(dòneeti,</i>	(донети,		<i>nìste</i>	нисте	you aren't
<i>dòneeli)</i>	донели)		<i>nìšta</i>	ништа	nothing
<i>dòruč(a)k (m.)</i>	доруч(а)к	breakfast	<i>nòž (m. pl. spec.)</i>	нож	knife
<i>glàddan, glàddnii</i>	гладан, гладни	hungry	<i>opròstili,</i>	опростити,	forgive
<i>gòvedina (f.)</i>	говедина	beef	<i>da òprostiim,</i>	да опростим,	
<i>gràh (m, no pl.)</i>	грах	beans	<i>opròstio,</i>	опростно,	
<i>hlò sam (hlò sam)</i>	хтно сам	I wanted	<i>opròstite</i>	опростите	
<i>jàbuka (f.)</i>	јабuka	apple	<i>òsim</i>	осим	except
<i>jànjetina (f.)</i>	јањетина	lamb (meat)	<i>pèčen, pèčenii</i>	печен, печени	roasted
<i>(jàgnjetina)</i>	јагњетина		<i>pèkmez (m.)</i>	пекмеz	plum jelly
<i>jèsti, jèdee, jèò</i>	јести, једи, јео	eat	<i>pò sam</i>	пио сам	I drank
<i>jùtroos</i>	јутро	this morning	<i>pìla (f.)</i>	пита	fruit or cheese roll
			<i>pòvrće (n., no pl.)</i>	поврће	vegetables
			<i>pšèničnii</i>	пшенични	wheat (adjective), made of wheat

<i>ràno</i>	рано	early	<i>vèčera</i> (f.)	вечера	dinner (supper)
<i>rècìtel</i> (imperative of <i>rèči</i>)	реците!	tell!	<i>vìlica</i> (f.)	вìлица	fork
<i>saladla</i> (f.)	салата	lettuce	<i>vjèrovaatno</i> (<i>vèrovaatno</i>)	вјероватно (вероватно)	surely
<i>sìr</i> (m., pl. spec.)	сир	cheese	<i>vjèrujtel</i> (<i>vèrujtel</i>)	вјерујте! (верујте!)	believe!
<i>slàtko</i>	слатко	sweet (n.)	<i>vòče</i> (n., no. pl.)	воће	fruit
<i>svàkaako</i>	свакако	certainly	<i>zar</i>	зап	(question particle)
<i>svànjelina</i> (f.)	свињетина	pork	<i>zèlen, zèlenii</i>	зелен, зелени	green
<i>tànjiir</i> (m.)	тањир	plate			

SHOPPING

SECTION A—BASIC SENTENCES

Go once through the *Basic Sentences* in unison, then do the *Hints on Pronunciation*, and then run twice more through the *Basic Sentences* individually.

1. Basic Sentences

Record 19B, beginning.

John wants to do some shopping and gets Bill to go along.

—ENGLISH EQUIVALENTS—

—AIDS TO LISTENING—

—CONVENTIONAL CYRILLIC SPELLING—

John

place (or town)
we look
in the windows
Let's go downtown and do some
window-shopping.

*mjesto (mèsto)
ràzgledaamo
u prodzorima
Hajdemo u mesto (mesto) da malo
ràzgledaamo robu u prodzorima.*

мјесто (место)
разгледамо
у прозорима
Хајдемо у мјесто (место) да мало
разгледамо робу у прозорима.

Bill

you spend
money (pl.)
enough
of clothes
Why should you spend money when
you've got plenty of clothes?

*trǎšiiš
ndovce
dǎvoljno
ǎdjeće (ǎdeće)
Zašto da trǎšiiš ndovce, kad ti imaš
dǎvoljno ǎdjeće (ǎdeće)?*

трошини
новце
довољно
одјеће (одеће)
Зашто да трошини новце, кад ти
имаши довољно одјеће (одеће)?

[10-A]

If I see something good and cheap,
why shouldn't I buy it?

that we turn in to
big
department store
Let's go in this big department store.

you wish
Good morning, gentlemen. What
can I do for you?

suit
I'd like to look at a black suit, please.

that one
displayed
in the middle window
like the one you have (displayed) in
the middle window.

John
Ako vidim nešto dobro i jeftino,
zašto ne bi kupio?

(John wins and they go out)
da se svrđatiimo
velikii
manufaktūrnū radđnju
Hađde da se svrđatiimo u đvuu
velikuu manufaktūrnū radđnju.

(In the store)
Salesman
izvoliite
Dđbro jŭtro, ģospodo! Štā izvoliite?

John
odijelo (odeđlo)
Mđliim vas da pđģledaam jđdno
črno odijelo (odeđlo)

đnđo
izloženo
u srđdnjeem probzoru
kao đnđo što imaatē izloženo u
srđdnjeem probzoru.

Ако видим нешто добро и јефтино,
зашто не би купио?

да се свратимо
велики
мануфактурну радњу
Хајде да се свратимо у ову
велику мануфактурну радњу.

изволите
Добро јутро, господо! Шта
изволите?

одијело (одело)
Молим вас да погледам једно
црно одијело (одело)

оно
изложено
у средњем прозору
као оно што имате изложено у
средњем прозору.

what size?
you wear
What size suit do you wear, sir?

they're not known
sizes
measurements
of your suits
I don't know the sizes and measurements of your suits,

Record 20A, beginning.

but
that I may try
but please bring two or three so
(that) I can try 'em on.

waited on (pl.)
to return
Certainly! ('you'll be served') I'll be
right away.
[10-A]

Salesman
kòjii brđoj
nòsiite
Kòjii brđoj odiželā (odeēla) vi
gospòdine nòsiite?

John
nìlsu pòznaati
brđjevi
mjère (mère)
vàšiih odiželāa (odeēlaa)
Mèni nìlsu pòznaati brđjevi i mjère
(mère) vòšiih odiželāa
(odeēlaa),

nègo
da òproobaam
nego mòliim vas, donèsite dva ili
tri da ih òproobaam.

Salesman
služeni
povrađiti se
Biti èete služeni. Odmah èu se
povrađiti.

koji broj
nosite
Koji broj odijela (odeła) vi
gospodine nosite?

nisu poznati
brojevi
mjere (mere)
vaših odijela (odeła)
Мени нису познати бројеви и мјере
(мере) ваших одијела (одела),

него
да опробам
него молим вас. донесите два или
три да их опробам.

служени
повратити се
Бити хете служени. Одмах ћу се
повратити.

of fine goods
They have good stuff here.

look!
on that other table
shirts
ties
Look at the shirts and ties on that
other table.

hither
behind that rack (of suits)
Please step over here behind this
rack (of suits).

take off!
Take off your old suit

put on!
from these
concerning which you think
and put on whichever one of these
hink is your size,

Bill
dīivnee rōbee
Ōni imajuu dīivnee rōbee oōvdje
(oōvde).

pōgledaaaj!
na ōnom druḡoom astadlu
kōšulje
mašne
Pōgledaaaj tāmo na ōnom druḡoom
astadlu, kōšulje i mašne.

Salesman (on returning)
ōvaamo
iza staladḡee
Mōlim vas, doōdjite ōvaamo iza
ōvee staladḡee.

svuicite
Svuicite vaše stāro odijēlo

obuicite
od ōvih
za kōje mīslite
i obuicite jēdno od ōvih za kōje
mīslite da je vaš brdoj,

дивне робе
Они имају дивне робе овђе (овде).

погледај!
на оном другом асталу
кошуље
машне
Погледај тамо на оном другом
асталу, кошуље и машне.

овамо
иза сталаже
Молим вас, дођите овамо иза ове
сталаже.

свуците
Свуците ваше старо одијело

обуците
од ових
за које мислите
и обуците једно од ових за које
мислите да је ваш број,

mirror
and you have a large mirror there.

to you
It satisfies
How do you like this suit?

coat
stands to you
sewed on
The coat fits perfectly,

Record 20B, beginning.

vest
it appears to me
the vest seems (to me) a little large,
trousers
too long
and the pants are pretty long.

to fix
We'll fix that.

{ 10-A }

oglèdalo
i tàmò ìmaate jèdno vèlikoo oglèdalo.

John
(John tries on the suit)

tèbbi
dòpadaa se
Kàko se tèbbi dòpadaa òvoo odijèlo
(odeélo)?

Jack
kàpuut
stòjii ti
prìšiven
Kàpuut ti stòjii kao prìšiven,

přsluk
izgleedaa mi
přsluk mi izgleedaa mǎlo pròstran,
hlàče
prèdugačke
a hlàče su dòsta prèdugačke.

Salesman
pòpraviti
Mi ćemo to pòpraviti.

огледало
и тамо имате једно велико
огледало.

теби
допада се
Како се теби допада ово одијело
(одело)?

капут
стоји ти
пришивен
Капут ти стоји као пришивен,

прелук
изгледа ми
Прелук ми изгледа мало простран,
хлаче
предугачке
а хлаче су доста предугачке.

поправити
Ми ћемо то поправити.

two pairs of socks
Good and give me two pairs of socks,
too.

hats
underwear
belt

Right away. We have good hats, underwear, and a belt, too, if you like.

I need
Thanks, that's all I need.

John
duda pàara èdraapaa
Ddbro, ddaajte mi jòs duda pàara
èdraapaa,

māramice
i vōlio bi vīdjeti (vīdeti) kākove
kōšulje i māramice imaate.

Salesman
kešitre
dđonjuu rđbu
pđas

Ódmah. Takoódjer imaamo dðbre
žešitire, dðonjuu rðbu, i ako žešitile
jèdan pðas.

John
trèbaa mi
Iiwaála, tdo je suè što mi trèbaa.

два пара чарапа
Добро, дајте ми још два пара
чарапа,

марамице
и волно би виђети (видети) какове
кошуље и марамице имате.

мешице
 доњу робу
 пас
 Одмах. Такође имамо добре
 мешице, доњу робу, и ако
 желите један пас.

треба ми
Хвала, то је све што ми треба.

Record 20B, after first spiral.

Thirteen
Fourteen
Fifteen
Sixteen

tritnaajst
xelrnaajst
pèlnaajst
šèснаajst
seddmnaajst

тринајст
четрнајст
петнајст
шеснајст
седамнајст

Eighteen
Nineteen
Twenty
Twenty one

Twenty two

Thirty
Forty
Fifty
Sixty
Seventy
Eighty
Ninety
A hundred

osàmnajst
devètnajst
dvaðdeset
dvaðdeset i jèdan
or *dvaðdeset jèdan*
dvaðdeset i dvà
or *dvaðdeset dvà*
trideseet
četrðeseet
pedeseet
šezðeseet
sedamðeseet
osamðeseet
devedeseet
stò
or *stòtina*

осамнајет
деветнајет
двадесет
двадесет и један
двадесет један
двадесет и два
двадесет два
тридесет
чотрдесет
педесет
шездесет
седамдесет
осамдесет
деведесет
сто
стотина

Record 21A, beginning.

A hundred and one

One hundred
Two hundred

Three hundred

stò jèdan
or *stòtina jèdan*
jèdna stòtina
dvije stò
or *dvije stòtine*
tri stò
or *tri stòtine*

сто један
стотина један
једна стотина
двје сто
двје стотине
три сто
три стотине

Four hundred

Five hundred

A thousand

Two thousand

Five thousand

A million

Zero

četrir stōo
or *četrir stōline*

pèel stōo
or *pèel stōliinaa*

hiljada

dvije hiljade

pèel hiljaadaa

milioon

nīstica

четир сто

четир стотина

пет сто

пет стотина

хиљада

двје хиљаде

пет хиљада

милион

ништина

2. Hints on Pronunciation

Serbo-Croatian *r* is not the same as English *r*. In English we curl our tongue back; in Serbo-Croatian the tip of the tongue is flapped or trilled against the ridge back of the upper teeth. Note also that the Serbo-

Croatian *r* is often treated as a vowel, occurring with both rising and falling stress, short and long. Here are some examples:

PRACTICE 1

Record 21A, after first spiral.

četriri

dōbro

razūmijem

brīzo

srpski

hrvaatski

four

good

I understand

fast

Serbian

Croatian

č, č

These two sounds are probably harder for you to tell apart than any other two in Serbo-Croatian except

dj; *dž*. The reason for this is that it doesn't make any difference in meaning whether we say one or the other

In English so we don't bother to tell them part. However, they are two distinctly different sounds to many Serbo-Croatian speakers (though some dialects of Serbo-Croatian do not distinguish them). The difference between them is slight, *č* being made with the tip of the tongue against the upper teeth and *ć* with the tip of

the tongue against the ridge back of the upper teeth (as the *ch* in *archer*). We may compare Serbo-Croatian *č* (made against the teeth) and English *t* (made against the alveolar ridge). Listen carefully for the difference when your Guide (or the records) says these examples:

PRACTICE 2

Record 21A, after second spiral.

<i>noć</i>	night
<i>ići</i>	to go
<i>hoću</i>	I will or want
<i>čaj</i>	tea
<i>čak</i>	glass
<i>veče</i>	evening
<i>počinje</i>	begins

SECTION B—WORD STUDY

1. Word Study

A. The Noun: Dative and Instrumental plural

PROČOR

da malo razgledaamo robu u PROČORIMA

The word *pročor* 'window' is the nominative singular. The form in the sentence is *pročorima* with the ending *-ima*. The preposition *u* means 'in, inside of' when followed by the dative, so our form is dative plural.

window

that we may look at clothes in the windows

This ending is the same for masculine, feminine *-i* nouns and neuter, dative and instrumental. We may now review our masculine and neuter noun forms, adding these we've just learned:

Masculine

Nom.	<i>proǒzor</i>	'window' pl. <i>proǒzori</i>
Acc.	<i>proǒzor</i>	<i>proǒzore</i>
Dat.	<i>proǒzoru</i>	<i>proǒzorima</i>
Gen.	<i>proǒzora</i>	<i>proǒzooraa</i>
Inst.	<i>proǒzorom</i>	<i>proǒzorima</i>

(The vocative is omitted as you never address a window!)

Neuter

Nom.	<i>sélo</i>	'village'
Acc.	<i>sélo</i>	
Dat.	<i>sélu</i>	<i>sèlima</i>
Gen.	<i>séla</i>	<i>sèlaa</i>
Inst.	<i>sélom</i>	<i>sèlima</i>

B. Noun: moveable *a*

don slùukii dǒbar NǒVAC
mǒdoraam promijénili NǒVAACAA
zǎšto da trǒšiiš NǒOVCE?

Here are three forms of the same word which look quite different from each other, the accusative singular *nǒvac*, the genitive plural *nǒvaacaa* and the accusative plural *nǒvce* ('monies'). If we compare *dǒbar* and *dǒbre* with *nǒvac* and *nǒvce*, we see that we have the same *a* which is present when the word has no ending but disappears when an ending is added, with the added feature that in *nǒvce* the vowel *o* is lengthened. The length of the *o* does not concern us here. In *nǒvaacaa*, however, we have a form with an ending, *-aa*, but which keeps the *a*. As you know, the ending *-aa* must always have a long vowel in the syllable before it, so the *a* is kept and lengthened. Our rule for moveable *a* is, then,

Here are some other moveable *a* nouns you've had:

jǎa sam AMERIKAÁNAC
lǎmvaaj slǎje na UÚGLU

he earns good money
 I have to change some money
 why are you spending money?

that it occurs in verbs (*l-* forms) and adjectives when there is no ending but does not occur in forms with endings; in nouns, however, moveable *a* occurs in forms without endings and in forms with the ending *-aa* but is not found in other forms with endings. We may now list all of the forms of *nǒvac* as an example of a noun with moveable *a*:

sg. Nom.	<i>nǒvac</i>	pl. <i>nǒvci</i>
Acc.	<i>nǒvac</i>	<i>nǒvce</i>
Dat.	<i>nǒvcu</i>	<i>nǒvcima</i>
Gen.	<i>nǒvca</i>	<i>nǒvaacaa</i>
Inst.	<i>nǒvcem</i>	<i>nǒvcima</i>

I'm an American
 the street car stops on the corner

don je vèlikii MÒMAK
 Èim se vāš ŌTAC zāniimaa?

Amerikadnac, *mòmak* and *òtac* are all nominative, have no ending, and so have *a*, but the genitive (or accusative) of these words is *Amerikaānca*, *mòmkā* and *òcā* (as you found in the noun list in the *Word Study* of Unit 8). The word *uūglu*, however, is dative (place where after the preposition *na*) with the ending *-u*. It is a masculine word so the nominative (or accusative) has no ending and is *uūgao* (the *l* is replaced by *o* as in *vòlio*, *vòlila*). We may give the singular forms of these nouns:

he's a big fellow
 what does your father do?

sg. Nom.	<i>Amerikaānac</i>	<i>uūgao</i>	<i>mòmak</i>	<i>òtac</i>
Acc.	<i>Amerikaānca</i>	<i>uūgao</i>	<i>mòmkā</i>	<i>òcā</i>
Dat.	<i>Amerikaāncu</i>	<i>uūglu</i>	<i>mòmkū</i>	<i>òcu</i>
Gen.	<i>Amerikaānca</i>	<i>uūglā</i>	<i>mòmkā</i>	<i>òcā</i>
Inst.	<i>Amerikaāncem</i>	<i>uūglom</i>	<i>mòmkom</i>	<i>òcem</i>

(Note: In the forms of *òtac* without the *a*, *lc* is replaced by a simple *c*.)

C. NOUNS: Extended plurals

kòliko SINOÓVAA imaate?
mèni nitsu pòznaati BRÒJEVI
kòjit BRÒOJ odijèla vii nòsiite?

how many sons have you?
 the sizes aren't known to me
 what size suit do you wear?

Both *bròoj* and *stin* are masculine nouns, but instead of having a simple plural ending *-i* for nominative or *-aa* for genitive we have Nsg. *bròoj*; Npl. *bròjevi*; Nsg. *stin*; Gpl. *sinoóvaa*. In one word we have an extra *ev* and in the other an extra *oov*. Since we know *a* and *e* often vary with each other (*e* after *j* sounds, etc.) and that *o* would have to be long before *-aa*, we see that they are both the same thing—a suffix *-ov-* or *-ev-* added before the plural endings. So 'sons' (Npl.) is *stinovi* and 'of sizes' (Gpl.) is *bròjeevaa*. Here are all the plural forms of these two words (leaving out the vocative, which is always the same as the nominative in the plural):

pl. Nom.	<i>stinovi</i>	'sons'	<i>bròjevi</i>	'sizes'
Acc.	<i>sinove</i>		<i>bròjeve</i>	
Dat.	<i>sindvima</i>		<i>bròjevima</i>	
Gen.	<i>sinoóvaa</i>		<i>bròjeevaa</i>	
Inst.	<i>sindvima</i>		<i>bròjevima</i>	

Many of the words marked "pl. spec." in Units 8 and 9 belong to this group:

<i>čaj</i>	pl. <i>čàjevi</i>	'tea'
<i>gràd</i>	pl. <i>gràdovi</i>	'city'
<i>hljèb</i>	pl. <i>hljèbovi</i>	'bread, loaf of bread'
<i>mùž</i>	pl. <i>mùževi</i>	'husband'

nòoʃ	pl. nòʒevi	'knife'
òlac	pl. òčevi	'father'
ràl	pl. ràtovi	'war'

rèed	pl. rèdovi	'order'
uúgao	pl. úglovi	'corner'
sír	pl. sírovi	'cheese'

D. PRONOUNS: familiar form

Tlì tmaaʃ dðvoljno òdjetee
kàko se TÈBI dðpadaa òvoo odijélo?
kàpuut Tlì sídjii kao prišiven

you have sufficient clothes
 how does this suit satisfy you
 the coat fits you as if sewed on

In the *Basic Sentence* conversation we have two good friends talking to each other. For this reason we find them using the familiar forms of the pronoun 'you' (and the appropriate verb form). Thus we find *ti* instead of *vi*, *tèbi* instead of *vàma* and *ti* instead of *vam*. We call these forms 'familiar' as they are only used to persons well known to the speaker, children, or inferiors. In the above examples we have the nominative *ti*, and the long and short forms of the dative, *tèbi* and *ti*. The accusative and genitive forms are like the dative but with a final *-e* instead of *-i*. We may compare the pronoun *jàa*:

Nom. <i>ti</i> 'you'	<i>jàa</i> 'I'
Acc. <i>tèbe, te</i>	<i>mène, me</i>
Dat. <i>tèbi, ti</i>	<i>mèni, mi</i>
Gen. <i>tèbe</i>	<i>mène</i>

The pronoun *ti* is singular. If you speak to more than one person, you use *vi*, which is the plural as well as the polite or formal form for the singular. The word *ti* always takes a singular form of the verb and *vi* the plural (see below).

E. ADJECTIVES: new forms

imaam KÙVAANII krùmpíir
mìi imaamo sàmo CRRNII PŠÈNIČNII hljèb
šìà imaate izloženo u SRÈDNJEEM prožoru
òni imajuu DÌIVNEE ròbee na ònom DRÙGOOM
asladlu

I have boiled potatoes
 we have only dark (black) wheat bread
 which you have displayed in the middle window
 they have fine goods on that other table

idr netmaale DRÜGOG pðvta?

ida sam hito mðlo ZÈLENOG gràha

imaale li mðali komadið KÀKOVEE DÒMAACEE
pìlee?

imcamo DÒBRE ðeðitire

kùvaanii, *cìrnii* and *pðeniñnii* are all accusatives in *-ii* (the long adjective ending). We have already studied this *-ii* as nominative and assumed then that the accusative would be the same (for non-life nouns). These are examples to show that our assumption was correct. The same applies to the ending *-e* on *dòbre*, which we before assumed (without examples) to be the accusative plural feminine as well as nominative.

Considering the other forms, we have *srèdnjeem* with the ending *-eem*; *ðiivnee*, *kàkovee* and *dòmaatee* with *-ee*; *drügoom* with *-oom*; and *drügog*, *zèlenog* with *-og*. You may easily tell what case each of these is by the case of the noun which they describe and also from their use. For example, both *srèdnjeem* and *drügoom* are masculine datives since they modify (describe) masculine nouns in the dative (*proðzoru*, *astadlu*) and are used after *u* meaning 'in, inside of' and *na* 'on, upon'.

Short endings

	m.	f.	n.	pl.	m.	f.
Nom.	no ending	-a	-o		-i	-e
Acc.	no ending	-u	-o			-e

don't you have (any) other vegetables?

I wanted a little green beans

do you have a little piece of some sort of home-made fruit roll?

we have good hats

The endings *-eem* and *-oom* are of course the same, *-eem* occurring here after *j*. *-oom* (*-eem*) is, then, the long masculine dative ending. The forms in *-ee*, *ðiivnee*, *kàkovee* and *dòmaatee* are all genitive (singular, feminine) as is seen by their use (genitive of quantity after *imati* 'to have'). The *-og* ending is also genitive (singular, masculine) and the examples are again of quantity (after *imati* and *mðlo*). You have already had *-ooga* as accusative masculine singular. The ending *-og* is a shorter form of this (but not the 'short' ending in our technical sense). So *-og*, *-ooga* is genitive, and also accusative of 'life' nouns. You remember also that neuter nouns had the same endings as masculine ones in the dative and genitive singular. The same is true of the adjective, so they have the ending *-oom* (*-eem*). Our endings so far are, then:

Long endings

	m.	o f.,	n.
Nom.	-ii	-aa	-oo
Acc.	-ii, -og, -oogu	-uu	-oo
Dat.	-oom	-ooj	-oom
Gen.	-og, -ooga	-ee	-og, -ooga

(Note: -ooj always stays the same. Any other o or oo in the above table changes to e or ee after j, etc.)

Using the word *dðbar* 'good' as a model, we have these forms to illustrate our adjective endings:

Short	m.	f.	n.
sg. Nom.	<i>dðbar</i>	<i>dðbra</i>	<i>dðbro</i>
Acc.	<i>dðbar</i>	<i>dðbru</i>	<i>dðbro</i>
pl. Nom.	<i>dðbri</i>	<i>dðbre</i>	
Acc.		<i>dðbre</i>	
Long	m.	f.	n.
sg. Nom.	<i>dðbrii</i>	<i>dðbraa</i>	<i>dðbroo</i>
Acc.	<i>dðbrii, dðbrog, dðbrooga</i>	<i>dðbruu</i>	<i>dðbroo</i>
Dat.	<i>dðbroom</i>	<i>dðbrooj</i>	<i>dðbroom</i>
Gen.	<i>dðbrog, dðbrooga</i>	<i>dðbree</i>	<i>dðbrog, dðbrooga</i>

F. Pronominal adjectives: genitive plural

mjère VÅŠIIH odijeēlāa
jèdno od ÒVIIH

the measurements of your suits
 one of these

Here are forms of the pronominal adjectives *vāš* 'your' and *vaaj* 'this'. The ending on each is *-iih*. The word *odijeēlāa* is genitive plural, as we see by the ending

-aa, and so *vāšiih* is also genitive plural since it modifies (or describes) *odijeēlāa*: 'of your suits'. Our other word, *ðviih*, is genitive after the preposition *od*. Our ending

for the genitive plural of pronominal adjectives is *-iḥ*. In fact, this ending (with short form *-ih*) is the ending of *all* adjective genitive plural forms. So we could add

dōbrīḥ in all three columns for the genitive plural in the last section.

G. Pronominal adjectives: *that*

kao ŌNOO što imaate

pōgledaaj lāmo na ŌNOM drūgoom astadliu

like that which you have

look there on that other table

You have already studied the adjective *ḡvaaj* 'this' (*Word Study*, Unit 8). If you compare the forms there to those in the above examples, you'll find *ḡvoo*: *ḡnoo* and *ḡvom*: *ḡnom*. So the word for 'that' is just like the one for 'this' but with an *n* instead of a *v*. The masculine

nominative singular of 'this' is *ḡvaaj*, feminine *ḡvaa* and neuter *ḡvoo*; so we also have *ḡnaaj*, *ḡnaa*, *ḡnoo* for 'that'. (For other forms see the *Word Study* of Unit 8. All the endings given there for *ḡvaaj* are also used with *ḡnaaj*.)

H. Verb: familiar form

zāšto da T'RŌŠIIŠ ndovce, kad ti IMAAŠ
dōvoljno ḡdjetee?

PŌGLEDAAJ lāmo!

why should you spend money when
you have plenty of clothes?

look there!

The words *trōšiiš* and *imaáš* have an ending *-š*, meaning 'you' as we see by the translations. The ending we have been used to is *-te* (*trōšiite*, *imaate*). In the same way the imperative *pōgledaaj* has merely the ending *-j* instead of *-jte* (as in *dājte* 'give!'). In the *Basic Sentence* conversation we have two good friends talking to each other. For this reason we find them using the familiar forms of the verb (and pronoun). The present

ending for 'you' (familiar) is *-š* and for the imperative of a verbs it is *-j*. These forms are used under the same conditions as the familiar pronoun forms (see Section D). You may use the familiar forms with friends, but never use them when talking to a stranger or one with whom you are not well acquainted. Notice that John and Bill use the familiar form to each other but not to the salesman, who in turn uses the polite form.

I. Verb: *bili*, negativ

NIISA M video vāšega brāta vēt dūgo
māja zēmlija NIJE lāko bōgata

I haven't seen your brother for a long time now.
my land isn't so rich

[10-B]

mèni NÍISU pònaati bròjevi
kíle NEÉCEE jòš pòceeli

Just as *ímaa* has the negative *ndemaa*, *sam* has the negative *níissam*. The whole present of *bíli* as well as the future have these special negative forms. For the

the sizes aren't known to me
 the rains won't start yet

present you add *níi-* or *ní-* and for the future *net-*. Filling in the other forms on the pattern of those we have, the complete groups are:

Present		Future	
<i>níissam</i>	<i>níissmo</i>	<i>netlu</i>	<i>nettemo</i>
<i>níissii</i>	<i>níissle</i>	<i>netteš</i>	<i>nettele</i>
<i>níje</i>	<i>níissu</i>	<i>nette</i>	<i>nettee</i>

J. Verb: *bíli*, review

We have now had a great many forms of the verb 'to be' and it will be good for you to review them as a group. They are:

Present

Short form

<i>sam</i>	I am
<i>sí</i>	you are
<i>je</i>	he (she, it) is

Negative

<i>níissam</i>	I'm not
<i>níissii</i>	you're not
<i>níje</i>	he (she, it) isn't

Future

<i>bíli éu</i>	I'll be
<i>bíli éeš</i>	you'll be
<i>bíli ée</i>	he (she, it) will be

<i>smo</i>	we are
<i>sle</i>	you are
<i>su</i>	they are

<i>níissmo</i>	we're not
<i>níissle</i>	you're not
<i>níissu</i>	they're not

<i>bíli temo</i>	we'll be
<i>bíli tele</i>	you'll be
<i>bíli tee</i>	they'll be

Long form

<i>jèsam</i>	<i>jèsmo</i>
<i>jèsii</i>	<i>jèste</i>
—	<i>jèsu</i>

	Negative			
	<i>netću bili</i>	I won't be	<i>netćemo bili</i>	we won't be
	<i>netćete bili</i>	you won't be	<i>netćete bili</i>	you won't be
	<i>netće bili</i>	he (she, it) won't be	<i>netće bili</i>	they won't be
Past (I form)				
	<i>don je bio</i>	he was	<i>oni su bili</i>	they were (m.)
	<i>ona je bila</i>	she was	<i>majke su bile</i>	the mothers were
	<i>dijete je bilo</i>	the child was		
"would" form				
	<i>ido bi bilo</i>	that would be		
Imperative				
	<i>budite</i>	be!		

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Give the English equivalents of all expressions in the *Word Study* and the Serbo-Croatian for all the English.

3. Review of Basic Sentences

With the Guide or records review the first half of the *Basic Sentences*.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*.

3. Word Study Review (Individual Study)

A. Complete each of these sentences with one of the forms given after it:

1. Rëcite mi ìla znadte o ____ odijetlaa u Jugoslàviji.
a. bròdjèvi
b. bròdjeevaa
c. bròdjèvima
2. Kòliko ljàudii žitvee u ____ Srbijee?
a. gràdovima
b. gràdoovaa
c. gràdove
3. Mii gòvorismo o ____ u Srbiji.
a. sèetla
b. sèlima
c. sèlom
4. Òna nje bila u ____ Amèrikee gdjè ònii ljàudi žitvee.
a. pretàjeli
b. pretàjle
c. pretàjelima
5. Vidiite li òvog ____?
a. mòmku
b. mòmak
c. mòmka
6. Mòji ____ àčee èngleeski na univerzi-tètu u Bèdgradu.
a. sinovi
b. sinòovaa
c. sinove
7. Jèste li vi gospòdin Joòvić ____.
a. sam
b. jèsam
8. Doòdjite ako žèliite, ali mii ____ bili kòd kućee.
a. nìismo
b. neètemo
c. neètele
9. Jàa sam govòrio sa ____ u bànci.
a. pisaàru
b. pisaàri
c. pisaàrima
10. Nè, mii ____ bràta.
a. neètemo
b. nìismo

B. Give these Serbo-Croatian sentences complete, substituting the correct Serbo-Croatian for the English in parentheses:

1. *Svi mōji* (sons) *niće srpsko-hrvatski.*
2. *Dà li* (you) *služiš dōbar nōvac?*
3. *Čim li* (finish) *sa svđjim žlōm, dođji kod mene da se* (talk).
4. *Evo* (to you, familiar) *hiljadaarka.*
5. *Jāa tu bi li* (at your house, familiar) *večeras.*
6. *On je u* (another) *graadu.*
7. *Sklim je don* (gone)?
8. *Gospōdin Dellić je otišao sa gospōdinom Jobvić, jer* (he didn't want) *ići sa Brđankom.*
9. *Jāa* (didn't rent) *sōbu kōju vi volite. Tōo je bitlo ljepo od mēne.*

10. *Šta su imēna* (of your) *sinova?*
11. (This) *pār čaraapaa mi izgledaa dōbar.*
12. *Kāko volite* (this) *mašnu?*
13. *Nē volim* (black) *mašne.*
14. (That) *kōšulja je lijepa ali nje čista.*
15. *Ovaaj pās je* (wide) *ali je prēdugačak.*
16. *Želite li ih* (try on)?
17. *Jāa tu* (wear) *dvoo odijelo svaki daan.*
18. *Idjemo u* (another) *mjesto!*
19. *Volite li rōbu u* (this) *pročoru?*
20. *Nē, ali* (the middle) *pročor ima divnee rōbee.*

4. What Would You Say? (Individual Study)

1. John asks Jack if he'd like to go to town and window-shop.
 - a. *Jāa misliim da ti imaaš dōvoljno djetee, nēmooj da trđiš nōvce.*
 - b. *Bi li ti volio ići u mjesto, da malo razgleedaamo rōbu u pročorima?*
 - c. *Ako mi se nešto dōpadaa, jāa tu kuipiti.*
2. The salesman greets them:
 - a. *Kāko bi bitlo da se svđatiimo u dvuu manufaktū-urnuu radnju?*

- b. *Dōbar daan gōspodo, izvolite nešto?*
 - c. *Jāa želim, da pōgledaam jēdno črno odijelo, kōo štō imaate u pročoru.*
3. John says he isn't familiar with the sizes of clothes there:
 - a. *Gospōdine, znate li vi kōjti brōaj vam trēbaa?*
 - b. *Odmah će biti svē u ređu, čim dvoo svrđim.*
 - c. *Mjere i brōjevi vaših odijelaa niisu mi pōznaati.*

4. Jack remarks the store has nice goods.
- Srusicite vaše stvaro odijelo i za dve stakle*
 - Ova manufakturna radnja ima vrlo dobre kofulje i madsne.*
 - Ivdite ovdje, ldu vam je ogladalo.*

5. The salesman mentions that he has some good hats and underwear.
- Samo mi treba jds dva para dapa i mde biti dvje kofulje.*
 - Ako vi zelite, mi imamo dobre kofulje i lakodjer i donju rdbu.*
 - Ako su vam klake predugacke, mi smo ih popravit.*

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Group Leader calls for them.

2. Word Study Check-Up

Give the Serbo-Croatian for all English equivalents in the *Word Study* as the Group Leader calls for it.

3. Listening In

John and Jack are in some city in Yugoslavia shopping around to buy some clothes.

Record 21A, after third spiral.

John: *Jaa bi volio ići u mjesto, pa da razgleedaamo malo u prodorima rdbu.*

Jack: *Meni se čini da ti imaš dovoljno odjeće (odeće), i onda zašto da trdiš ndove?*

John: *Znam da imam, ali ako je nešto jstino, ja ću kupiti.*

Jack: *Dobro, ako ti tako želiš?*

(They go.)

John: *Odmah ćemo da se svidatiimo u ovu maluu manufakturnu radnju.*

Salesman: *Dðbar dðan gðspodo, šta želiite?*

John: *Vii imaate jðdno crno odijðlo (odeðlo)
izlokeno u srðdnjeem prodzoru.
Mðliim vas da ga vidiim.*

Record 21B, beginning.

John: *Taðno, donðsite vii mðni trti ili èðtir, pð da
ih ðproobaam.*

Salesman: *Povraditi tu se ðdmah i biti tebe služeni.*

Jack: *Øvii ljùudi imajuu drivnee rðbee.
Vidiis li kðšulje i maðšne na ðnom astadku?*

Salesman: *Obuðcite dvoø odijðlo (odeðlo) taømo i za ðnee
stalaðžee.
Taømo tebe takòðdjer naðti i ogleðalo.*

John: *Šta ti misliis, dðpadaa li se tðbi dvoø odijðlo
(to Jack): (odeðlo)?*

Jack: *Jaa ga voliiim, jer ti kaðuut stðjii kaø
prišiven.*

John: *A pðsluk i hlàže?*

Jack: *Prsluk jedðsta pððstranà i hlàže su pðdugačke.*

Salesman: *Tðo temo mi pðpravili. Želiite li jðš neðto?*

John: *Jðš bi volio dvða ili trti pðar i èaraapaa.*

Salesman: *Biti tebe služeni.*

John: *Sað tu vas moliti da vidiim kakove kðšulje i
maðamice imaate.*

Salesman: *Znaðte li vii brðoj vaðsih odijðlaa (odeðlaa)?*

John: *Znaðam, ali brðjevi vaðsih odijðlaa (odeðlaa)
niisu mðni pðznaati.*

Salesman: *Ništa zaðio.*

Salesman: *Jeste, takòðdjer ako želiite pðgledati i šešitre.*

John: *Mðliim vað, vidio sam da imaate dðbre
šešitre.*

Salesman: *Znaðte li, kðjii brðoj trðbaate?*

John: *Nðznaam, ali mi dðajte èðtir ili pðet, pð temo
naðti jðdan.*

Salesman: *Mti takòðdjer imaamo i dðonju rðbu, ako
želiite pðgledati.*

John: *Hvadla, nð sàda, tðgaa imaam dðsta.*

Salesman: *Dali moguüte trðbaate jðdan pðas?*

John: *Pa dðajte mi jðdan, jer bi ga moðrao i pðslje
(pðsle) kuupiti.*

Salesman: *Trðbaate li gospðdine, moguüte i cipele?*

John: *Nð, hvadla, nego jaa se baðjiim da nektu imati
dðsta nðvaacaa,
jer mi tðo svð skuøpa izgledaa priitiino
skuupø.*

Salesman: *Nije tðo skuupø gospðdine, jer tðo je vðlo
dðbra rðba.*

John: Jaa ido viddim, ali šid te bili, akó jaa ndemaam ndwacaa.

Salesman: T'ogaa se jaa ne bôjlim. Vri ste iz Amerikee, i jaa znám da vri imaate dolaaraa kao vódee.

John: Kákoví znadte da jaa imaam mnôgo dolaaraa?

Salesman: Jaa sam éno da svákii Amerikadnac imaa ndwaacaa u búnci.

John: Táo nje láčno, nego mólim vas, dáajte mi ráčun.

Salesman: Dôbro, odijélo (odeéto) stôjii dèvel stôo dinaaraa,

dvâa pâara éaraapaa šezdéseel dinaaraa,
trii kôšulje i éetir maramice je stôo osamdéseel
i sèdam dinaaraa,

i šetiir je trii stôo éetrdéseel dinaaraa.

John: Mólim vas, récite mi, kóliko je táo svè skúpa.

Salesman: Óvoo svè skúpa stôjii sâmo éetirnaajst stôo osamdéseel i sèdam dinaaraa.

SECTION E—CONVERSATION

1. Covering the Serbo-Croatian in Basic Sentences (Individual Study)

With the Serbo-Croatian covered, practice until you can speak the Serbo-Croatian for each English sentence without hesitation.

2. Vocabulary Check-Up

Give the Serbo-Croatian for all English sentences in the *Basic Sentences* as the Group Leader calls for it.

3. Conversation

1. You now have quite a number of words for articles of clothing: coat, vest, pants, shirt, tie, socks, shoes, underwear, belt. Pick out several of these and go into a store to buy them. One person will be the salesman and try to give you satisfactory articles and sell you a few others you don't want. Be sure to ask about the price.

2. You are ordering large supplies of clothing for your organization. One member of the group will act

as the dealer. Order appropriate number of shirts, suits, etc. Discuss prices and sizes.

3. You go into a restaurant. You sit down at a table with a stranger and you begin talking. He sees you're not a Yugoslav and asks where you're from. You tell him. Discuss various things with him—food, clothing, crops, anything within your vocabulary range.

SECTION F—CONVERSATION (Cont.)

Continue conversation with additional check-up if necessary.

FINDER LIST

<i>dstaal</i> (m.)	стол	table	<i>izvoliti, izvolii,</i> <i>izvolio</i>	изволити, изволити, изволити	to wish
<i>broj</i> (m., pl. <i>brojevi</i>)	број (бројеви)	number			
<i>čarapa</i> (f.)	чарана	a sock	<i>kuput</i> (m.)	купут	coat
<i>divan, divnii</i>	диван, дивни	fine	<i>kōjii</i>	који	which, which?
<i>dōnjii</i>	доњи	lower, under (ad- jective as in 'underclothes')	<i>kōšulja</i> (f.)	кошуља	shirt
<i>dōpadati se,</i> <i>dōpadaa se</i>	допадати се, допада се	to be pleasing, to suit (with the dative)	<i>madšna</i> (f. Cpl. <i>madšnii</i> or <i>madšnaa</i>)	мамна (машни, машна)	tie, necktie
<i>dōvoljno</i>	довољно	enough	<i>manufaktūrnii</i>	мануфактурни	department (ad- jective, as in 'de- partment store')
<i>hlāte</i> (f., pl., no sg.)	хлате	trousers	<i>māramica</i> (f.)	марамича	handkerchief
<i>iza</i>	иза	behind (with the genitive)	<i>mjēra</i> (mēra) (f.)	мјера (мера)	measurement, measure
<i>izgleđati,</i> <i>izgleđaa</i> <i>izgleđao</i>	изгледати, изгледа, изгледао	to appear, to seem	<i>mjesto</i> (mēsto) (n.)	мјесто (место)	place, town
<i>izložen, izloženii</i>	изложен, изложени	displayed	<i>nēgo</i>	него	but, then
			<i>ndsiti, ndsii,</i> <i>ndsio</i>	носити, носи, носио	to carry, to wear
			<i>obučite</i>	обуците	put on! (clothes)

<i>odijelo</i> (odeŭlo) (n.)	одидело (одеџо)	suit	<i>prozor</i>	прозор	window
<i>odjela</i> (oddeŭa) (f.)	одидџа (одџџа)	clothes	<i>prostran,</i> <i>prostranii</i>	простран, пространи	wide
<i>ogledalo</i> (n.)	огледало	mirror	<i>prsluk</i>	прелук	vest
<i>odnaaj, odnaa, dnoo</i>	однај, она, оно	that	<i>raddnja</i> (f., Gpl. <i>raddnjii</i>)	радња, радњи	store, workshop, work
<i>oproobati, da</i> <i>oproobaa</i> <i>oproobao</i>	опробати, да опроба, опробао	to try, test	<i>razgleđati,</i> <i>razgleđaa</i> <i>razgleđao</i>	разгледати, разгледа, разгледао	to look at
<i>ovamo</i>	овамо	hither	<i>služen</i>	служен	waited on, served
<i>par</i> (m.)	пар	pair	<i>srednji</i>	средњи	middle (adjective)
<i>pas</i> (m., pl. <i>pasovi</i>)	пас	belt	<i>staladža</i> (f.)	сталажа	rack (of suits)
<i>popraviti,</i> <i>popraavti,</i> <i>popravio</i>	поправити, поправн, поправно	to fix	<i>stojii ti</i>	стоји ти	stands to you (fits you)
<i>povrađiti se, da</i> <i>se povrađiti,</i> <i>povrađio se</i>	повратити се, да се повра- ти, повра- тио се	to return	<i>svrađiti se, da se</i> <i>svrađiti,</i> <i>svrađio se</i>	свратити се, да се сврати, свратио се	turn into, stop at
<i>poznati,</i> <i>poznatii</i>	познат, познати	known	<i>svučitel</i>	свучитељ	take off!
<i>predugačak,</i> <i>predugačkii</i>	предугачак, предугачки	too long	<i>šišir</i> (m.)	шешир	hat
<i>prišiven</i>	пришивен	sewed on	<i>treba mi</i>	треба ми	I need
			<i>trošiti, trošii,</i> <i>trošio</i>	трошити, троши, трошио	to spend
			<i>veliki</i>	велики	large, big

Note: The numerals on pp. 207—209 have not been included in the above list.

AT THE POST OFFICE

SECTION A—BASIC SENTENCES

Record 22A, beginning.

Andy's at the Post Office, where he wants to buy some stamps, post cards, and get a little information.

—ENGLISH EQUIVALENTS—**—AIDS TO LISTENING—****—CONVENTIONAL CYRILLIC SPELLING—**

twenty postcards

Andy
dvadeset poštanskih dopisnica

двадцет поштанских
дописница

Please give me twenty postcards

Molim vas, dajte mi dvadeset
poštanskih dopisnica

Молим вас, дајте ми двадцет
поштанских дописница.

ten stamps
at five dinars each
and ten five-dinar stamps.

deset markii
po pet dinaraa
i deset markii po pet dinaraa.

десет марки
по пет динара
и десет марки по пет динара.

Here you are!

Evo vam!
Pöštar!

Ево вам!

some information
about your postal regulations

Andy
nekoe informacije
o vašim poštanskim
regulacijama

неко информација
о вашим поштанским
регулацијама

Please, sir, I'd like to have some
information about your postal
regulations.

Molim vas, gospodine, ja bi želio
josh neke informacije o vašim
poštanskim regulacijama.

Молим вас, господине, ја би желео
joш неке информације о вашим
поштанским регулацијама.

'postal clerk' *These words are accidentally omitted on the record.

Yes, just ask what you like.

it would cost
that I send
telegram
to the family

How much would it cost to send a
telegram to my family?

to satisfy you
I'm sorry I can't accommodate you,

communication lines
very
curtailed
as our communication lines are
greatly curtailed

with the countries
to send
telegrams
with the countries through which we
have to send telegrams to America.

Pòšlaar
Jèste, sàmo pitaajle što žèlíte.

Andy
stàjalo bi
da pòšaljem
telegraam
obitèlji
Kòliko bi stàjalo da ja pòšaljem
telegraam mòjoj obitèlji?

Pòšlaar
udovòljiti vam
Žào mi je da vam ne mògu udovòljiti,

sàobraćajne vèze
vèoma
ograničene
jer naše sàobraćajne vèze su vèoma
ograničene

sa državama
slàti
brzojaave
sa državama kroz kòje mi mòraamo
slàti brzojaave za Ameriku.

Јесте, само питајте што желите.

стајало би
да пошаљем
телеграм
обитељи
Колико би стајало да ја пошаљем
телеграм мојој обитељи?

удовољити вам
Жао ми је да вам не могу
удовољити,

саобраћајне везе
веома
ограничено
јер наше саобраћајне везе су веома
ограничено

са државама
слати
брзојаве
са државама кроз које ми морамо
слати брзојаве за Америку.

Record 22B, beginning.

since
letters
by airplane

Since you can't send telegrams, can
you send air-mail letters?

to take
insured, or registered

We can, but we can't accept them
registered.

In other words,

foreign airway enterprises
they guarantee
mail
determined

foreign airway lines don't guarantee
that the mail will reach its desti-
nation.

you haven't said
with the sending
of packages

You haven't told me how you stand
on sending packages.

Andy

kàd vèc
lístove
avioónom

Kàd vèc nè možete slàti tèlegraame,
možete li slàti lístove avioónom?

Pòšlaar

ìzeeti
prepòruučene

Mòžemo, ali ih nè možemo ìzeeti
kao prepòruučene.

Drùgim riječima (rečima),

strànaa avioonskaa poduzeća
garantiraju
pòšla
òdređjeno

strànaa avioonskaa poduzeća ne
garantiraju da će pòšla doći na
òdređjeno mjesto (mèsto).

Andy

nístè rèkli
sa slànjem
paketaa

Nístè mi rèkli kàko stòjíte sa
slànjem paketaa.

кад већ
листова
авионом

Кад већ не можете слати теле-
граме, можете ли слати листове
авионом?

узети
препоручено

Можемо, али их не можемо узети
као препоручено.

Другим ријечима (речима).

страна авионска подuzeћа
гарантирају
пошта
одређено

страна авионска подuzeћа не гаран-
тирају да ће пошта доћи на
одређено мјесто (место).

нисте рекли
са слањем
пакета

Нисте ми рекли како стојите са
слањем пакета.

we receive
generally
We don't accept packages at all now,
to be able
to send
some
but I believe you'll be able to send
all you want in a few days.

I sent
things
last month
Good. I sent some things last month,

satisfied (pl.)
and they were very pleased.

Record 23A, beginning.

the coming week
Come here again next week,

and I'll be able to tell you a little
more about it then.

Pòštaar
priimaamo
ùopšte
Pakete ùopšte nè priimaamo sàda,
mòti
pòslati
nèkoliko
ali vjèrujem (vèrujem) da ćele mòti
pòslati svè što vòliite za nèkoliko
danàa.

Andy
pòslao sam
stvarì
pròšlog mjèseca (mèseeca)
Dòbro. Ja sam pòslao kući nèke
stvarì pròšlog mjèseca
(mèseeca),
zàdovoljni
i dni su vèoma zàdovoljni.

Pòštaar
iduutèe nèdeljee
Dòdjiite dpeet dvaamo iduutèe
nèdeljee,
i ònda ću vam mòti kazati o tom
màlo višee.

примамо
уопште
Пакете уопште не примамо сада,
моћи
послати
неколико
али вјерујем (нерујем) да ћеће
моћи послати све што волите за
неколико дана.

послао сам
ствари
прошлог мјесеца (месеца)
Добро. Ја сам послао кући неке
ствари прошлог мјесеца (месеца),

задовољни
и они су веома задовољни.

идуће недеље
Дођите опет овамо идуће недеље,
и онда ћу вам моћи казати о том
мало више.

SECTION B—WORD STUDY

1. Word Study (Individual Study)

A. Feminine -i nouns

da jaā pōsajem tēlegraam mōsoj **OBIITELJI**
 vi tēle dōōti do nīthovee **STĀROSTI**
 jaā sam pōslao nēke **STVĀARI**
 drūglīm **RIJĖČIMA**

for me to send a telegram to my family
 you'll reach their age
 I sent some things
 in other words

Notice that *obitjelji*, *stārosti* and *stvāari* all end in -i but the adjective before them in -oj, -ee and -e. It is only by the adjectives and by the way the words are used that we can tell what form these words are in. So you see by *mōsoj* that *obitjelji* is dative; *nīthovee* and the fact *do* is followed by the genitive show us *stārosti* is genitive; *nēke* and the use as object of the verb show us *stvāari* is accusative plural. The ending -ima on *rijčima* you already know as the instrumental ending of masculine and neuter nouns and is here instrumental, also (literally, "with other words"). As with all nouns the dative and instrumental plural forms are alike, so we know *rijčima* is dative, also. The forms we have had then are:

sg. N	<i>rijč</i>	pl.	
A	<i>rijč</i>		
D	<i>rijčī</i>		<i>rijčima</i>
G	<i>rijčī</i>		
I			<i>rijčima</i>

The forms left blank all have endings you know. All of them except the genitive plural, which has -ī, have -i just as the dative and genitive singular. So the complete forms (omitting the vocative as you would never say 'O word!') of *rijč* are:

sg. N	<i>rijč</i>	<i>rijčī</i>
A	<i>rijč</i>	<i>rijčī</i>
D	<i>rijčī</i>	<i>rijčima</i>
G	<i>rijčī</i>	<i>rijčī</i>
I	<i>rijčī</i>	<i>rijčima</i>

Nouns of this kind we call -i nouns since whenever there is an ending, it is i or begin with it. (-ī, -ima). The nouns you have had so far which belong to this set are:

<i>kēti</i>	'daughter'	<i>obitjelj</i>	'family'
<i>nōōc</i>	'night'	<i>rijč</i>	'word'
<i>stārost</i>	'old age'	<i>stvār</i>	'thing'
<i>vadrās</i>	'city'		

One of these, *kēti*, is a special noun, as we have already learned. The endings are added to the other

sg. N	<i>kēti</i>	pl. <i>kēri</i>
A	<i>kēer</i>	<i>kēri</i>
D	<i>kēri</i>	<i>kērima</i>
G	<i>kēri</i>	<i>kērii</i>
I	<i>kēri</i>	<i>kērima</i>
V	<i>kēri</i>	<i>kēri</i>

form *kēer*, which then has a short vowel: *kēri*, etc. Here all six forms of this word, sg. and pl.

These -i nouns are the smallest set of the four noun sets in Serbo-Croatian.

B. Feminine -a nouns, Dative and Instrumental plural.

*jā bi kēli nēke informācijee o vāšim
pōštanskiim REGULAĀCIJAMA
vēze su ogrāničene sa DRŽAVAMA*

I'd like some information about your postal regulations.

the lines are curtailed with the countries

The preposition *o* when meaning 'about, concerning' is followed by the dative case. The preposition *sa* when meaning 'with' is followed by the instrumental. So the words *regulācijama* and *državama* are dative and instrumental. Notice that they have the same ending -ama just as all the other noun sets have the same ending for dative and instrumental plural. You have

now had all the endings of the feminine -a nouns except the instrumental singular. The ending for masculine and neuter singular instrumental is -om, e.g., *sa gospōdinom Jobvić* and for feminine -a nouns it is the same with a long vowel: -oom. So you would say *sa državoom* 'with the country'.

C. Neuter Nominative plural

avioonskua PODUZEĒĆA ne garantiraju

airway enterprises don't guarantee

The word *poduzeća* is nominative plural of the neuter noun *poduzeće* 'enterprise'. The nominative plural ending of this set is, then, -a and is the same for

the accusative, as we would expect (since -o is both nominative and accusative singular). You now have the complete endings of neuter nouns.

D. REVIEW OF NOUN FORMS

You have now had all of the noun endings. Here are examples of nouns of each kind. Two examples of masculine nouns are given in the singular to give you

both the accusative form without any ending and the form with *-a*.

Masculine

sg.	N	<i>proőzor</i>	'window'
	A	<i>proőzor</i>	
	D	<i>proőzoru</i>	
	G	<i>proőzora</i>	
	I	<i>proőzorom</i>	
	V	<i>(proőzore)</i>	

pl.	<i>proőzori</i>
	<i>proőzore</i>
	<i>proőzorima</i>
	<i>proőzooraa</i>
	<i>proőzorima</i>
	<i>(proőzori)</i>

sg.	<i>gospđdin</i>	'gentleman'
	<i>gospđdina</i>	
	<i>gospđdinu</i>	
	<i>gospđdina</i>	
	<i>gospđdinom</i>	
	<i>gospđdine</i>	

Feminine *-i* nouns

sg.	N	<i>vadroő</i>	'city'
	A	<i>vadroő</i>	
	D	<i>vadroői</i>	
	G	<i>vadroői</i>	
	I	<i>vadroői</i>	
	V	<i>(vadroői)</i>	

pl.	<i>vadroői</i>
	<i>vadroői</i>
	<i>vadroőima</i>
	<i>vadroőii</i>
	<i>vadroőima</i>
	<i>(vadroői)</i>

Feminine *-a* nouns

sg.	N	<i>mđajka</i>	'mother'
	A	<i>mđajku</i>	
	D	<i>mđajci</i>	
	G	<i>mđajkee</i>	
	I	<i>mđajkoom</i>	
	V	<i>mđajko</i>	

pl.	<i>mđajke</i>
	<i>mđajko</i>
	<i>mđajkama</i>
	<i>mđajkii</i>
	<i>mđajkama</i>
	<i>mđajke</i>

Neuter

sg. N	<i>sëlo</i>	'village'	<i>sëla</i>
A	<i>sëlo</i>		<i>sëla</i>
D	<i>sëlu</i>		<i>sëlima</i>
G	<i>sëla</i>		<i>sëelaa</i>
I	<i>sëlom</i>		<i>sëlima</i>
V	<i>(sëlo)</i>		<i>(sëla)</i>

(The vocative has been put in parentheses when the words used as examples would rarely ever be used in this form.)

Note: *māajka* has *-il* as ending for genitive plural;

most masculine, neuter and feminine *-a* nouns have *-ad*. Note also the change of *k* to *c* in *māajci*. This also happens with the masculine plural endings with *i*, for example *vōjniik* but *vōjniici*, *vōjniicima*.

E. NUMERALS 2-4

U DVĀĀ sdata
imaam samo DVĪJE sðbe
ako je moguće, TRĪ sðbe
mōliim vas DVĪJE litre ōlja

at two o'clock
 I have only two rooms
 if possible, three rooms
 two litres of oil, please.

Both *dva* and *dvje* mean 'two'. *dva* is used with masculine and neuter nouns and *dvje* with feminine nouns. *sdata* is genitive (masc.) as you recognize. *sðbe* has the ending *-e* which is the same as nominative or accusative plural of feminine *-a* nouns. The same

ending is used after *tri* (and also *četir*). So we see that *dva*, *tri*, *četir* used with masculine and neuter nouns, are followed by the genitive *singular* while feminine *-a* nouns following *dvje*, *tri* or *četir* have the ending *-e*.

F. ADJECTIVE—New forms and old

jāa bi želio nēkee informaācijee o VĀŠIIM
PŌŠANSKIIM reguladēljama
DRŪGIIM riječima
AVIĐONSKAA poduzeća

I'd like some information about your postal regulations.
 in other words
 airway enterprises

In *vāšim* and *pōšlanskiim* we see dative plural of the feminine form of the adjective. In *drūgiim* we have the instrumental. This ending *-iim* (long) is the same for all forms of the adjective in the dative and instrumental plural and for masculine and neuter singular. The

ending *-au* of *avtoonskaa* is of course the long nominative or accusative ending with neuter plural nouns. Little distinction is made between the long and short forms in the plural, however and the difference, when made, is usually just the length of the vowel.

We now have a much more complete picture of adjective forms. Using *dobar* 'good' again to illustrate them, we have:

Short	m.	f.	n.	D	<i>dōbroom</i>	<i>dōbrooj</i>	<i>dōbroom</i>
sg. N	<i>dōbar</i>	<i>dōbra</i>	<i>dōbro</i>	G	<i>dōbrog</i>	<i>dōbree</i>	<i>dōbrog</i>
A	<i>dōbar, dōbra</i>	<i>dōbru</i>	<i>dōbro</i>		<i>dōbrooga</i>		<i>dōbrooga</i>
pl. N	<i>dōbri</i>	<i>dōbre</i>	<i>dōbra</i>	I	<i>dōbrjim</i>	<i>dōbroom</i>	<i>dōbriim</i>
A	<i>dōbre</i>	<i>dōbre</i>	<i>dōbra</i>	pl. N	<i>dōbrii</i>	<i>dōbree</i>	<i>dōbraa</i>
Long				A	<i>dōbree</i>	<i>dōbree</i>	<i>dōbraa</i>
sg. N	<i>dōbrii</i>	<i>dōbraa</i>	<i>dōbroo</i>	D	<i>dōbriim</i>	<i>dōbriim</i>	<i>dōbriim</i>
A	<i>dōbrii</i>	<i>dōbruu</i>	<i>dōbroo</i>	G	<i>dōbriih</i>	<i>dōbriih</i>	<i>dōbriih</i>
	<i>dōbrog</i>			I	<i>dōbriim</i>	<i>dōbriim</i>	<i>dōbriim</i>
	<i>dōbrooga</i>						

Drill yourself thoroughly on every example of these you've had and be very careful in your *Conversation* to use these correctly. If you make a mistake, the guide will correct you (if you are using a guide).

Note: The vocative, which has been omitted from the above tables, is the same as the nominative.

G. PRONOMINAL ADJECTIVES: review

You have had one new form of *vāš*: *vāšim*, already discussed with the other adjective forms. We may now review all the forms of *vāš* we've had so far and fill in

the gaps with the endings of the regular adjectives. The word *nāš* 'our' has, of course, exactly the same endings.

		m.	f.	n.
sg. N		<i>vàs</i>	<i>vàša</i>	<i>vàše</i>
A		<i>vàš, vàšega</i>	<i>vàšu</i>	<i>vàše</i>
D		<i>vàšem</i>	<i>vàšoj</i>	<i>vàšem</i>
G		<i>vàšega</i>	<i>vàšee</i>	<i>vàšega</i>
I		<i>vàšiim</i>	<i>vàšoom</i>	<i>vàšiim</i>

		m.	f.	n.
pl. N		<i>vàši</i>	<i>vàše</i>	<i>vàša</i>
A		<i>vàše</i>	<i>vàše</i>	<i>vàša</i>
D		<i>vàšiim</i>	<i>vàšiim</i>	<i>vàšiim</i>
G		<i>vàšiih</i>	<i>vàšiih</i>	<i>vàšiih</i>
I		<i>vàšiim</i>	<i>vàšiim</i>	<i>vàšiim</i>

As you see, many of these forms are alike. If we put the masculine and neuter columns together we get only:

		m.	n.	f.		m.	n.	f.
sg. N		<i>vàs</i>	} <i>vàše</i>	<i>vàša</i>	pl.	<i>vàši</i>	} <i>vàša</i>	<i>vàše</i>
A		<i>vàš, vàšega</i>		<i>vàšu</i>		<i>vàše</i>		
D			<i>vàšem</i>	<i>vàšoj</i>			<i>vàšiim</i>	
G			<i>vàšega</i>	<i>vàšee</i>			<i>vàšiih</i>	
I			<i>vàšiim</i>				<i>vàšiim</i>	

The word for 'my', *mđoj*, has almost the same endings but has two forms you have not had which are a little different. For genitive singular (m. and n.) and accusative singular (m.) you may use *mđjega* (like *vàšega*) or *mđoga*: *jā nīsam video mđjega (mđoga) brāta vèš dīgo* (Acc.). For the accusative *mđoga* is more common. For the genitive either *mđjega* or *mđoga* is used. The masculine and neuter dative has the *-om (-em)* of *vàšem* but with an added *-e*. The form is *mđome*: *jā gđvoriim đ moome brātu* 'I'm talking about my brother'. Our forms, then, for *mđoj* are:

		m.	n.	f.
sg. N		<i>mđoj</i>	<i>mđje</i>	<i>mđja</i>
A		<i>mđoj, mđjega</i>	<i>mđje</i>	<i>mđju</i>
		} <i>mđoga</i>		
D		<i>mđome</i>		<i>mđjoj</i>
G		<i>mđjega</i>		<i>mđjee</i>
		<i>mđoga</i>		
I		<i>mđjiim</i>		<i>mđjoom</i>

pl. N		<i>mđji</i>	}		<i>mđja</i>	<i>mđje</i>	
A		<i>mđje</i>					
D					<i>mđjiim</i>		
G					<i>mđjiih</i>		
I					<i>mđjiim</i>		

(Note: the vocative is again the same as the nominative.)

We may also fill in the missing forms of our words for 'this', *ovaj*, and 'that', *onaj*, from the above discussion:

m.			f.			n.		
sg. N	<i>ovaj</i>		<i>ovaa</i>			<i>onoo</i>		
A	<i>ovaj</i> , <i>onog(a)</i>		<i>ovaa</i>			<i>onoo</i>		
D	<i>onom(u)</i>		<i>onooj</i>			<i>onom(u)</i>		
G	<i>onog(a)</i>		<i>onee</i>			<i>onog</i>		
I	<i>onim</i>		<i>onoom</i>			<i>onim</i>		

m.			f.			n.		
pl. N	<i>onii</i>		<i>onee</i>			<i>onaa</i>		
A	<i>onee</i>		<i>onee</i>			<i>onaa</i>		
D			<i>onim</i>					
G			<i>onih</i>					
I			<i>onim</i>					

H. Review: Using your 'cases' (Nouns, pronouns, adjectives)

Nominative

1. *NAŠE SAOBRAČAAJNE VÊZE su vòma*

our communication lines are greatly curtailed

OGRANIČENE

SÒBE su DÒBRE, PRÒSTRANE, ZRAĆNE i SVIJÉTLE the rooms are nice, spacy, airy and light
òn je PÌSAAR he's a clerk

Here we have the nominative used with parts of the verb 'to be'. In such sentences as 'I am a soldier', 'he is a

taylor', 'they are nice' the words *I, soldier, he, tailor, I* and *soldier* would all be nominative in Serbo-Croatian.

2. *èvo vam HILJADAARKA*

here's a 1000 dinar bill

a VÂŠ SÌIN?

and your son?

a VÌI?

and you?

In these expressions the nominative is used the same as if the verb 'to be' were used. We do translate the first with 'here's' but it is literally 'here to you a 1000 dinar bill'. The second could be said *a kako je vaš sin?* You remember that *a vi* may be used in *I ja sam*

dobro a vi? in answer to *kako ste vi?* In referring back to or reflecting a previous statement the same form is used. That is, *kako ste vi?* uses the nominative so *a vi* and *a vaš sin* do also.

3. *Mi smo čuli*
Vii imaale sòbe
MÓOJ SÚPRUG i JAA ideemo u kltno
TRÀMVAAJ stàje na ulgu

In these examples we have a noun or pronoun used with a verb. *mi* is used with a verb form in *-mo*; *vii* with a verb form in *-le*; *súprug* and *jaa* are used with *-mo* as they could be replaced by *mi*; *tràmvaaJ* is used with a verb form ending in the "stem vowel", here *-e*.

Accusative

1. *mi tradkimo KATEDRAÁLU*
jaa IH nè mozem nađci
da upitiamo ÔVOG STRÀŽAARA

Here each underlined word is the object of the verb, the accusative being used like *him, them, her* in the English 'I found him, he saw them, they wanted her.'

2. *mdoraam ići na STÀNICU i ònda u BÀNKU*
ulje za ÁUTO
šla imaale za VÈČERU?

The accusative is used after many prepositions, often when the phrase indicates motion towards something.

Dative

1. *récite MI šla imaale*
ddajle MI pedèseel dinaaraa
hvala VAM
mògu i VAMA malo pomòti

we heard
 you have rooms
 my husband and I are going to the movies
 the street car stops on the corner.

Whenever you have a noun or pronoun "agreeing with" a verb in this way (*mi* 'we' with *-mo* 'we', *tràmvaaJ* 'street car' with verb form for 'he, she, or it', etc.) we say that the noun or pronoun is the *subject* of the verb. The subject of the verb is always the nominative case.

we're looking for the cathedral
 I can't find them
 let's ask this policeman

I have to go to the station and then to the bank.
 oil for a car
 What do you have for dinner?

tell me what you have
 give me fifty dinars
 thank you
 I can help you a little

da pošaljem telegram MŌJOJ OBIITELJI

žao mi je, da VAM nē mogu UDOVOLJITI

You see by these examples that the dative is used in such expressions as 'tell me', 'give me', 'thank you', 'send (to) my family', 'to satisfy you'. Notice that some of these verbs also have objects: 'tell me *what*', 'give

2. biti će MI dosta do Skoplja

gume su VAM dobre

ovo VAM ručun

MENI se čini

drdago MI je

žao MI je

In these examples pronouns in the dative are used in several meanings. The first example shows it used as 'enough for me'. The second and third examples may be literally translated 'the tires are to you good' and 'here to you a bill' meaning 'your tires are good' and 'here's your bill'. The last three examples show use of

3. vi ste doneli vašu pšenicu KUĆI

ja sam mogao poslati KUĆI neke stvari

In these sentences *kući* 'to the house' is dative and indicates direction towards. Remember that with prepositions the dative indicates *place where* (*u kući*

4. običnaa cijena u ŌVOM PREEDJELU grada

možda su o NEČEM pričali

This is the use of the dative with which you are well acquainted—after prepositions.

for me to send a telegram to my family

I'm sorry that I can't oblige (satisfy you)

me *fifty*', 'send a telegram to my family'. The *what*, *fifty* and *telegram* are 'direct objects' while the *me* and *to my family* are sometimes called 'indirect objects'. In Serbo-Croatian an 'indirect object' is in the dative case.

that will be enough for me to Skoplje

your tires are good

here's your bill

it seems to me

I'm pleased

I'm sorry

the dative where the subject of the sentence is *it* in English. We call such expressions *impersonal* (in contrast to *personal* where 'I, you, he' or the like is used as subject). We may translate these sentences literally, 'it makes itself to me', 'pleasing it is to me', 'sorrowful it is to me'.

you brought your wheat to the house

I was able to send some things home

'inside the house') and the accusative direction towards (*u kuću* 'into the house').

the usual price in this part of the city

they have to talk about something

Genitive

1. *ððiinaa ciŋna u ðvom pretðjel: GRÀADA*
imaate li vi komadić KÀKOVÉE DÒMAACEE PÌTEE?

mðliim vas, ðviŋe litre ÛLJA
TÒGAA se i jaa bðŋiim

Each of these examples of genitive may be translated by an English phrase with 'of': 'of the city,' 'of some kind of homemade roll,' 'of oil,' 'of that.'

- 2a. *kðliiko SÒOBAA vi žèliite?*
imaam mðlo VÒÇA
stðlina ðvaððeseet DÌNAARAA
ðvo vam ràžuun od pèet stðo žezððsect i žètir DÌNAARA
jaa imaam trii SÌINA
u ðvða SÀATA

Kðliiko and *mðlo* are words which indicate *quantity*, 'how many' and 'a little.' Such words are followed by the genitive case of the noun (and adjective). It is like saying 'how many *of* rooms?' and 'a little *of* fruit.'

The rest of the examples are with numbers: 120, 564, 3, 2. As you remember, the number 'one' is an adjective and so agrees with the noun following it in regard to case, e.g. *ima a jðdnooga stina* (Acc.). All of the other numbers determine the form of the noun following

- 2b. *jaa bi žèlio jðš NÈKEE INFORMAÁCIJEE*

imaate li vi KÀKOVÉE RÒBEE?

the usual price in this part of the city
 do you have a piece of some kind of homemade roll?

two litres of oil, please
 I'm afraid of that, too

how many rooms do you want?
 I have a little fruit
 120 dinars
 here's your bill for 564 dinars
 I have three sons
 at two o'clock

them. Feminine *a-* nouns following *ðviŋe*, *trii* and *žètir* have the ending *-e*, but other nouns following *two*, *three* or *four* are in the genitive *singular* (*ðvða sàata*, *trii stina*, *žètir ðinaara*). Notice that *ðinaara* in '564 dinars' is genitive *singular* because the number ends in 4. 560 would be followed by genitive plural, as 120 is. Numbers five up, not ending in 1, 2, 3 or 4 are followed by the genitive *plural* (*ððset ðinaaraa*, etc.).

I'd like to have some more information
 (literally I'd like yet of some information)
 do you have any kind of clothes?

zar NEEMAATE GOVEDINEE?
 ni GÒVEDINEE ni SVÌNJETINEE
 nðemaam VRÈMENA

In these examples the genitive again indicates quantity but without any word to indicate how much or how little is meant. It may be translated 'some of ____,' or 'any ____.' This use of the genitive is fre-

3. jàa sam pðslao nðke stvdari PRÒŠLOOG MJÈSECA
 doðdjite ðvaamo IDUUCÉE NÈDELJEE
 dà li vam je dðbro èllo ÒVEE GÒDINEE?

As you see by these examples, the genitive indicates *time when*: 'last month,' 'next week' 'this year.'

4. zbdg TOGAA, dàli èu vam sðbu
 zar netmaale DRÛGOOG PÒVRÇA ðsim krùmpiira?
 èðlile li nðslo slàtko pðslje VÈČEREE?
 imaamo pìlu od JÀBUUKAA, SÌRA i PÈKMEZA
 ido bi bišlo dð VAAS ðjepo

These examples show the genitive after certain prepositions, zbdg 'because of,' ðsim 'except,' pðslje 'after' od 'from, of.' These are not all the prepositions you have had used with the genitive (*koð* and *do* are

Instrumental

1. ðon gðvorii sa GOSPÒDINOM Jovvič
 sðobraćajne vðze su vðoma ograničene sa DRŽAVAMA . . .

don't you have any beef?
 neither any beef nor any pork
 I don't have any time

quently found after *imati* 'to have.' Notice that the question 'don't you have any (of) beef?' is answered by 'neither (of) beef nor (of) pork,' using the same form which was in the question.

I sent some things last month
 come here next week
 do you have a good crop this year?

because of that I'll give you a room
 don't you have any other vegetables except potatoes?
 do you want something sweet after dinner?
 we have apple, cheese and plum jelly rolls
 that would be nice of you

two others). Be careful when using these prepositions to get the correct form of the noun, pronoun or adjective.

he's speaking with Mr. Jovich
 the communication lines are very curtailed
 with the countries . . .

mi li čemo se zadovoljiti STIJM
čim ja s vršim sa SVŌJIIM SIJENOM

Each of these examples of the Instrumental follows *s* or *sa* meaning 'with'. This preposition is always

2. *možete slati listove AVIOŌNOM?*
drugim RIJEČIMA

This example illustrates the use of the Instrumental without any preposition to mean 'with, by means of':

Vocative

dobar dan GŌSPODJO
drāgo mi je, GŌSPODJO
dobro jutro GŌSPODO!

The vocative is used only when someone is addressed, as in these examples.

2. Covering English and Serbo-Croatian of Word Study (Individual Study)

Give the English equivalents for all expressions in the *Word Study* and the Serbo-Croatian for all the English.

3. Review of Basic Sentences

With the Guide or records review the first half of the *Basic Sentences*.

SECTION C—REVIEW OF BASIC SENTENCES

1. Review of Basic Sentences (Cont.)

Review the second half of the *Basic Sentences*.

2. Covering the English of Basic Sentences (Individual Study)

Check your knowledge of the meaning of all words and phrases in the *Basic Sentences*.

will be satisfied with that
as soon as I finish with my hay

followed by the instrumental when meaning 'with'.
This 'with' can be 'together with' or 'by means of'.

can you send letters by plane?
in other words

'with other words,' 'by the use of other words,' 'by plane.'

good day, sir
I'm pleased, madam
good morning, gentlemen

3. Word Study Review (Individual Study)

A. Complete these sentences in Serbo-Croatian by using the correct Serbo-Croatian equivalent for the English in parentheses:

- | | |
|--|---|
| 1. <i>Vii mōžete ići</i> (by train) <i>ili</i> (by airplane). | 7. <i>On mōže iđo pōpraviti òdmah, jer je</i> (a good) <i>inžinir.</i> |
| 2. <i>Jē li</i> (this) <i>stvar vaša?</i> | 8. <i>Nē mogu doći za trii</i> (months). |
| 3. <i>Jāa misam video</i> (my) <i>obitelj vēt dugo.</i> | 9. <i>Vii mōraate</i> (stay) <i>ođdje sa</i> (Mrs.) <i>Đelić.</i> |
| 4. <i>Nōđi su vrlo</i> (black, or dark) <i>ođdje, ali dāani su</i> <i>veoma</i> (light). | 10. <i>Ako trēbaate</i> (a good) <i>pisādra, pītaajte gospōdina</i> <i>Jōvić.</i> |
| 5. <i>Bedgrad je</i> (a large) <i>vadroš.</i> | |
| 6. <i>Jāa bi vōlio znāti nēšto o</i> (your) <i>rōditeljima.</i> | |

B. Column I has incomplete sentences. Column II adjective forms. Complete each of the sentences in Column I by using the correct adjective form from Column II.

- | Column I | Column II |
|---|------------------|
| 1. <i>Jāa imaam trii</i> ____ <i>māramice.</i> | <i>dōbroom</i> |
| 2. <i>Jāa vōliim kōsulje kōje su</i> ____ <i>u srēdnjeem pōbžoru.</i> | <i>zēlene</i> |
| 3. <i>Vrijēme je vrlo</i> ____. | <i>svākoōj</i> |
| 4. <i>Žēliim pōslati pēt</i> ____ <i>pakeētaa.</i> | <i>velikih</i> |
| 5. <i>Jē li svē u</i> ____ <i>reēdu?</i> | <i>lōplo</i> |
| 6. <i>Vēlike vadroši su u</i> ____ <i>drēavi.</i> | <i>přvog</i> |
| 7. <i>Evo vam</i> ____ <i>lānjiir.</i> | <i>znāmentiu</i> |
| 8. <i>Mii trāziimo jēdnu</i> ____ <i>katedradlu.</i> | <i>drūgiim</i> |
| 9. <i>Vii ih mōžete nađi u</i> ____ <i>drēavama.</i> | <i>přvooga</i> |
| 10. <i>Ime</i> ____ <i>brāta je Paul.</i> | <i>izložene</i> |
| 11. <i>Da ūpītaamo</i> ____ <i>pisādra kōjeg vīdiimo.</i> | <i>čisti</i> |

4. What Would You Say? (Individual Study)

1. Andy goes to the post office and asks for some post-cards and stamps.
 - a. *Mèni trèbaa pošlanskih dopisnicaa i nekoliko markii.*
 - b. *Koliko tdo sve skupa stoji?*
 - c. *Molim vas, dajte mi dvadeset dopisnicaa i osam markii po deset dinaraa!*
2. The postal clerk encourages Andy to ask whatever he cares to:
 - a. *Bili vi mogli meni dati još neke informacije.*
 - b. *Samo vi pitajte i meni će biti drago, ako vam mogu pomoći!*
 - c. *Koliko vi računajte jedan telegram od Skoplja do Nju Jorka?*
3. Andy being discouraged about telegrams, inquires about airmail:
 - a. *Mèni je žao, ali vam ne mogu udovoljiti, jer mi ne možemo slati brzojave u Americu.*
 - b. *Mogu li ja slati moje listove aviočnom?*
 - c. *Možete li mi reći nešto o pošlanskim regulacijama ovdje?*
4. The postal clerk tells Andy that packages are not accepted at all.
 - a. *Kako su vaše slobodne vaze sa država krde koje vi možete slati vaše brzojave?*
 - b. *Pakete ipak ne primaamo.*
 - c. *Preporučene listove lakodjer ne možemo izeti.*

SECTION D—LISTENING IN

1. What Did You Say?

With the other members of the group give orally your responses to the previous exercise as the Group Leader calls for them.

2. Word Study Check-Up

Give the Serbo-Croatian for all English equivalents in the *Word Study* as the Group Leader calls for it.

[11-D]

3. Listening In

Andy goes to the Post Office to find out how to get in touch with his family.

Record 23A, after first spiral.

Andy: Dòbar dàan gospòdine.

Pòštaar: Dòbar dàan gospòdine, štà izvolíte?

Andy: Imaatè li pòštanskih dòpisniicaa i mårkii po dèset dīnaaraa?

Pòštaar: Kåko da nè, kòliko vam trèbaa?

Andy: Såd trèbaam sàmo trīdeset dòpisniicaa i dsaam mårkii.

Pòštaar: Dòbro, tào svè skūpa je jèdna slòtina i dèset dīnaaraa. Žèlíte li jòš nèšto?

Andy: Nè, hvadla, àli bi vas mòlio za jòš nèkee informåcijee.

Pòštaar: Jèst, sàmo izvòttel

Andy: Znadte, jåa sam Amerikånac i vèlio bi znati nèšto o våšim pòštanskim regulåcijama.

Pòštaar: Svåkaako, sàmo vī pīlaajtel

Andy: Mògu li jåa da pòšaljem tēlegraam mòjoj obitteljī i kòliko bi tào slājalo?

'raddsti' here means 'deal with, have to do with'

Pòštaar: Jåa se bòjīm da nè mòžete i tào zbog dvog ràta.

Andy: Mòlim vas, štà ònda mògu, ier vèč dūgo nītsam čuo nīšta o mòjoj obitteljī?

Pòštaar: Jåa våma vjèrujem (vèrujem) gospòdine, àli nåše sàobraćaajne vèze su vèoma ogrånīčene.

Andy: Štå je tào såd?

Pòštaar: Pa vī znadte da je dvoo ràt i dà vam bàš zåto ne mògu udovòljiti.

Andy: Mòlim vas, rēcite mi zåšto!

Pòštaar: Jåa sam vam kårzao da su nåše sàobraćaajne vèze ogrånīčene u dvoo vřijème (vřeēme).

Andy: Zar vī nè raadiíte¹ sa državama, kroz kòje mòraate slåti brzojaave u Ameriku?

Pòštaar: Nè gospòdine. Zåo mi je, àli tåko je ūvjek (ūvek) kåd je ràt.

Andy: Jèste, såd vas razūmijem (razūmeem). Rēcite mi, mòžete li vī slåti listove avioònomi?

Pòštaar: Mòžemo, sàmo ih nè mòžemo ūzeti kao prepòručene.

Andy: Zàšto nè možete?

Pòštaar: Zàto što' avioonska poduzeća ne garantirajuu da će pòšta doći na odredjeno mjesto (mèsto).

Record 23B, beginning.

Andy: Je li tò tako uvijek (ùvek)?

Pòštaar: Nè, nèkad idee sàmo ètiri dàana nèdeeljno.

Andy: Jaa enaam da je dvoò ràt, àli ipak¹ ne mògu da razumijem (razumeem) da pòšta nè idee svàkii dàan.

Pòštaar: Tàko se kòd nàs kùvii gospòdine.

Andy: Mògu li vas jòš nèšto pitiati?

Pòštaar: Sàmo vi izvòlle!

Andy: Kòd vèè ne mògu da pòšaljem tèlegraam, kàko vi ònda sòdjiite sa slaònjem pakeètaa u Amèriku?

Pòštaar: Mèni je kàò da vam òpeel ne mògu udovòljiti, jer mii pakeete ùopšte nè priimaamo.

Andy: I tàko mèni izgleeaa da vi nè možete ništa zà mene uèiniti.

Pòštaar: Kàò što vidíte i znàte, jaa sàmo ràadiim obùdje (obude) i tòò je svè.

Andy: U kòliko sadii vàša avioonskaa pòšta òdlazi?

Pòštaar: Svàkii dàan u dvà sàata à jutro a nèkad i u pèet sadii à vèèer.

Andy: Razumijem (razumeem) jaa vaaas, àli ipak¹ tò svè nije dòvoljno zà mene, jer vèè dugo niisam ništa dòbilo od mòjee obitèlji.

Pòštaar: Kàko dugo vèè?

Andy: Òvèe gòdinee jòš ništa niisam èuò od mòjee kùèee.

Pòštaar: Gajè (gdè) èitvèe vàši ròditelji u Amèrici?

Andy: Mòja obitèlj je u Čikaagu, a òlac i màajka su u Nèv Yorku.

Pòštaar: Kàko mèni stùdari dànas izgledajuu, jaa vjèrujem (vèrujem) da ète vi ùskoro nèšto dòbiti od vàšee obitèlji.

Andy: Vi gòvoriite dòbro, sàmo kàd će tò biti?

Pòštaar: Znàam da vam je teško, nego znàte vi sà?

Andy: Izvòlle!

Pòštaar: Bi li vi vòljeli (vòleli) dòbiti mào kod mòjee kùèee vèèeras?

¹Zàto 'for that' here means 'for that reason', so zàto što means 'for the reason that' or 'because'. "nevertheless".

Andy: Tòo je òò vaas òjèpo (lèèpo) gòspòdine,
alì vù vùdùlìe dà mòja ròbà nìje bàš làkò èista.

Pòštaar: Zàšto nìje èista? Mìt snadmo dà sle vù vòjnik
ì dà vùt ne kùlviile òvèk (òvèk) u gràdù.
Jàa snadmo dà bì mòj stin ì mòja kèlì vòljeli
(vòlèlì) svàma prìkàlì.

Andy: Tòo je òjèpo (lèèpo) òò vaas.

Pòštaar: Mòja kùlca je u Bràankovooj òlìcì bròj 12
(dvòdnajstì),

ì mòlìim vas, bùdùlìe làmo u sèdam sàdùlì
vèèras.

Andy: Dòbro, ònda vas mòlìim, rècìte mì kàkò se
nàjlàkèe dòdòje vòšoj kùlì?

Pòštaar: Tòo nìje bàš làkò tèlško, jer tràmvàaj slàje na
drùgòoj stràdñi od mòjee kùèee.

Andy: Pa dòbro, kàd vùt làkò kèlìlìe, vùdjeli (vùdèlì)
lèmo se vèèras. Dò vùdjètnjal.

Pòštaar: Dò vùdjètnjal

SECTION E—CONVERSATION

1. Covering the Serbo-Croatian of the Basic Sentences (Individual Study)

With the Serbo-Croatian covered, practice until you can speak the Serbo-Croatian for each English sentence without hesitation.

2. Vocabulary Check-Up

Give the Serbo-Croatian for all English sentences in the *Basic Sentences* as the Group Leader calls for it.

3. Conversation

1. *A is an American at a Post Office in Yugoslavia. B is the clerk.*

1. A greets B and asks for information.

2. B asks what he wishes to know.

3. A asks how much it costs to send an airmail letter to America.

4. B says it costs ____ dinars.

5. A then wants to know how much it costs to send a letter in Yugoslavia.

6. B says a letter costs ____ dinars.

7. A says he'd like to have ____ dinar stamps and ____ dinar ones.

8. B gives him the stamps and tells him how much it is altogether.

9. A pays him and leaves after thanking him.

2. A wants to send a telegram. B is the clerk. After greetings:

1. A says he'd like to send a telegram to his family in America.

2. B asks for their name and where they live.

3. A gives the name and address.

4. B thanks him and says that will be ____ dinars.

5. A pays him and asks how the communication lines with America are.

6. B says fine, that A's family will get his telegram right away.

7. A thanks him and leaves.

SECTION F—CONVERSATION (Cont.)

Continue conversation with additional check-up if necessary.

FINDER LIST

<i>avioom</i> (m.)	авион	airplane	<i>list</i> (m., pl. N <i>listovi</i>)	лист (листови)	letter
<i>avioonski</i>	авионски	pertaining to aviation	<i>marka</i> (f. pl. G. <i>markii</i>)	марка (марки)	stamp
<i>brazojava</i> (m.)	бразјав	telegram (<i>telegraam</i>)	<i>mjesec</i> (<i>meseec</i>) (m.)	мјесец (месец)	month, moon
<i>dopisnica</i> (f.)	дописница	postcard	<i>moći, može</i> (<i>moći</i> or <i>možem</i>), <i>moć(a)</i>	моћи, може (могу, можем), мог(а)о	to be able
<i>država</i> (f.)	држава	county	<i>nedelja</i> (f.)	недеља	week, Sunday
<i>garantirati,</i> <i>garantiraati</i> <i>garantiraao</i>	гарантирати, гарантирам гарантирао	to guarantee	<i>nekoliko</i>	неколико	some
<i>iduući</i>	идући	coming	<i>neki</i>	неки	some, any
<i>informacija</i> (f.)	информација	information			
<i>kad već</i>	кад већ	since			

o	o	(with form 3.0) about, concerning	<i>prošao, prošli</i>	прошао, прошли	past, gone
<i>obitelj (1-1)</i> <i>određen</i>	обитељ одређен	family determined, destined, curtailed	<i>reći, reč(a)o</i> <i>regulacija (1.)</i> <i>riječ (reč) (1-1)</i>	речи, рек(а)о регулација ријеч (реч)	to say regulation word
<i>ograničen</i> <i>ovamo</i>	ограничен овамо	limited, restricted (to) here, to this place, hither	<i>saobratati</i>	саобраћајан	pertaining to communication
<i>paketi (m.)</i> <i>poduzeće (m.)</i> <i>poslati, da</i> <i>poslati, poslati</i>	пакет подузеће послати, да пошаље, послао	package (an) enterprise, undertaking to send	<i>sladnje</i> <i>slati</i> <i>stajalo bi</i> <i>stran, straniti</i> <i>stvar (1-1)</i>	слање слати стајало би стран, страни ствар	(the) sending to send it would cost foreign thing
<i>posla</i> <i>poslati</i> <i>poslati</i> <i>preporučiti</i> <i>primati, primati</i> <i>primati</i>	пошта поштар поштански препоручен примати, прима, примао	mail, post-office postal clerk postal insured to receive	<i>telegram (m.)</i> <i>udovoljiti</i> <i>opšte</i> <i>uzeti, da uzeti</i> <i>veoma</i> <i>veza (1.)</i>	телеграм удовољити уопште узети, да узме веома веза	telegram (<i>brzojav</i>) to satisfy (with dative) generally to take very (<i>vrlo</i>) line, band
			<i>zadovoljan</i>	задовољан	satisfied, pleased

REVIEW

SECTION A—UNDERSTANDING SERBO-CROATIAN

This section is a true-false quiz exactly like the one in Unit 6, except that the first item is not a practice item. Prepare paper with numbers from 1 to 20 for the first part of the quiz. For the second part prepare your paper with the following numbers: Conversation 1: 1-5, Conversation 2: 1-5, Conversation 3: 1-5, Conversation 4: 1-6, Conversation 5: 1-10, Conversation 6: 1-5. The statements for the conversations are given below. Do not look at them until after the quiz if you wish to give yourself a fair test. After you finish the quiz, the

Group Leader will read out the correct answers for each statement. Check your paper and give your score to your Leader. He will figure out the average for your group. If your score is less than the average number of correct answers or less than 80% correct, you need more review of the previous units.

Go over the statements on which you had difficulty with the rest of the group, making sure you understand each statement and where you made your mistake.

Statements for Conversations 1-6

For Conversation 1.

1. Gospodin Đelić želi poslati dva telegrama ali saobraćajne veze su vrlo ograničene.
2. Poslaar nema marke ali ima mnogo poslanskih dopisnica.
3. Gospodin Đelić želi slati listove avioom.
4. On se boji da ih ne može poslati kao preporučene ali je poslaar kazao da je moguće.
5. Gospodin Đelić ne želi ništa, samo marke za avioonsku poštu.

For Conversation 2.

1. Dan i Stevo voleći na željezničku stanicu i onda u kino, ali gospodja Jović ne voli da idu.
2. Dan je želio kupiti nešto za jesti, i Stevo je kao lakodjer.
3. Dan nema lažno i da njegova supruga želi, ali Stevo misli da ona voli govedine.
4. Stevo voli kupiti m'ro graha i salate, a Dan mora imati hljeba.
5. Dan misli da je sve preskupo i ne može naći njegovu novac.

For Conversation 3.

1. Gospodin Đelić želići ići brzo u Beograd i zati idee autoonom sa gospodinom Joović.
2. Gospodin Joović želići poslati neke pakete i pitaa gospodina Đelića da mu donese nekoilko avioonskih markii.
3. Joović bi volio znati nešto o pošlanskim regulacijama i slatnju prepoučenih paketaa.
4. Đelić idee da vidii gospodina Đaničića, kojii mnogo zna o avioonskim saobraćajnim vrama.
5. Bilo bi preskuupo slati sludari koje Joović želići poslati iz drkavee.

For Conversation 4.

1. Paul i Jovan su bili brati i dlat.
2. Paul je želio ići u Zagreb vdom.
3. Jovan mdraa raditi i ne volii ići sa Paulom.
4. Vdaz odlazi u tri saata i Paul je volio ići dcmah.
5. Paul je liječnik a Jovan krđjaa.
6. Jovan je isao vdom a Paul autobusom.

For Conversation 5.

1. Jovan je volio kupiti madnu.
2. Oni su našli ddbru radnju u Milđsevoj ulici.
3. Branko nije video našla u probzorima.
4. Jovan je mislio da je don našao što je želio.
5. Jovan je isao u banku i dnda u radnju.
6. U probzoru imaa par čaraapaa za koje su mislili da su ddbre.
7. Branko je dlišao sa Jovanom u radnju.
8. Kad su bili u radnji, nitsu videli cipele.
9. Cipele u radnji su bile ddbree kvalitete.
10. Jovan i Branko su dcmah kupili i nitsu isli u drugee radnje.

For Conversation 6.

1. Vdaz odlazi u tri saata.
2. Autobus je malo spđrijii od tramvaaja.
3. Paul je isao na stanicu tramvaajem.
4. Vdaz je bio jđs u stanicu, jer je tramvaaj isao brzo.
5. Paul ne može ići gdje volii.

SECTION B—PUTTING IT INTO SERBO-CROATIAN (Individual Study)

Prepare to give orally the Serbo-Croatian for each of the following sentences. Do not write anything down.

1

1. I heard that you had two rooms to rent.
2. Yes, I have two nice, spacy rooms.

3. Is the bathroom always clean?
4. Certainly, and you'll always have hot water.

9-12-B]

5. I think that's a little too high.
6. You may occupy the rooms today, if you wish.

1. Good morning, sir, have you any gas?
2. How many litres do you want, sir?
3. Gasoline is very hard to get after the war.
4. Do you sell oil here, too?

1. Please tell us what you have for dinner.
2. We have roast beef, roast pork, green beans, potatoes and lettuce.
3. Bring us roast lamb, boiled potatoes, lettuce and coffee, please.
4. You didn't bring me a fork, sir.

1. Why should you spend money when you have plenty of shirts?
2. Why shouldn't I buy some clothes if I don't have enough?
3. What size suit do you wear?
2. Look at the socks and ties on that table.
5. Please bring two or three suits so that I can try them on.

7. Thank you, I'll go get my clothes.
8. We want to rent the rooms by the week.

II

5. Is gasoline cheaper in America?
6. Here's your bill for 456 dinars.
7. Everything's in order now, sir.
8. 50 litres will be enough for me to Skoplje.

III

5. This plate isn't so clean.
6. Do you want dark wheat bread?
7. I would like something sweet or a little fruit after dinner.
8. We have apple, cheese, and plum jelly rolls.

IV

5. How do you like this suit?
7. We also have good hats here.
8. This belt suits me fine.
9. Give me two shirts and two of these handkerchiefs, please.
10. The coat fits you perfectly.

1. I'd like some information about the airway lines.
2. Your postal regulations aren't known to me.
3. Please give me twenty two postcards.
4. I sent a lot of things home last month.
5. I'm sorry that I can't accommodate you.
6. I must send a telegram to America immediately.

Y

7. We guarantee that the mail will reach its destination.
8. We don't accept packages at all now.
9. You'll be able to send all you want in a few days.
10. Come here next week and I'll tell you a little more about it.

SECTION C—HOW DID YOU PUT IT?

Quiz by the Leader on the sentences in Section B, asking various members of the group: "*Kako se kaže srpsko-hrvatski . . . ?*"

SECTION D—PUTTING IT INTO SERBO-CROATIAN (Individual Study)

Prepare to give orally the Serbo-Croatian for each of the following sentences:

I

1. Please give me three five-dinar stamps.
2. They have nice goods here.
3. I ate early this morning, but I'm not hungry yet.
4. How much does a barrel of gasoline cost?
5. Look at the rooms, if you will!
6. They are very pleased with the things which I sent last week.
7. Do you have a large mirror?
8. Please bring me a knife and spoon, sir.
9. I got five hundred litres yesterday.
10. We'll be satisfied with two rooms at present (for now).

1. Do you possibly have another room empty?
2. Are these rolls homemade?
3. Our communication lines with America are greatly curtailed.
4. Take off your old suit and put on one of these.
5. Just ask what you like.

1. Let's go to town and look at suits in the windows.
2. Be so good as to bring us what you have.
3. Is this pure gasoline?
4. No, this gas is mixed with kerosene.
5. What did you drink for breakfast?
6. I'll fix that immediately.

1. What kind of a mixture is this?
2. Since I can't send these things, can I send money?
3. This department store looks good to me.
4. Are my tires OK?
5. You haven't told me how much that costs altogether.

1. What size socks do you wear?
2. Don't you have any other meat besides pork?

II

6. Could you bring me another (still one) piece of lamb?
7. Please hurry, I haven't time.
8. Here's the vest and pants, sir!
9. How much is a litre of gas?
10. For a short time you won't have hot water.

III

7. How much would it cost to send an air-mail letter to my family in New York?
8. That is the usual price of a room in this part of the city.
9. It's too expensive in the hotel and for that reason (for that) we're looking for rooms for rent.
10. That's all I have at present.

IV

6. I wanted a little roast lamb, green beans, potatoes and milk.
7. They have plenty of (or, enough) water.
8. Don't you have any pork?
9. I'll give you each room for seventy dinars a week.
10. Naturally, they are!

V

3. That's all I need.
4. How do you stand on the sending of insured letters?

5. Here's your bill for seven hundred dinars.
6. Are your daughters home now?
7. We're talking about the villages in Serbia.
8. I'm sorry, we don't have any of that.

9. I thought so, too.
10. I want to see that black suit which you have displayed in the window.

SECTION E—HOW DID YOU PUT IT?

Quiz by the Leader on the work you did in Section D. Keep your book closed. The Leader will ask you to take turns in speaking sentences by saying: "*Kako se kaže*

stpsko-hrvatski . . . ?" If you have a Guide, he will check on your pronunciation and the correctness of your Serbo-Croatian.

SECTION F—CONVERSATION REVIEW

Hold a series of conversations, from one to two minutes each, on as many of the topics which have been developed in Units 1-11 as you can, combining and varying them as you please. All members of the group should have a chance to take part. Here are some suggested outlines:

1. You go to a rooming house and inquire about accommodations. After finding out the price, you go to see the room. Discuss its qualities—size, etc. Take it or leave it.
2. At a gas station—Order gas and have your tires, water and oil checked. Discuss local conditions with the attendant. Pay before leaving.

3. You meet an old friend and invite him to go along for dinner. You go to a good restaurant and order the best meal they have. Bring in as many names of food as you can, as well as tableware.
4. You go shopping with a friend. Both of you buy items of clothing. The salesman is very courteous but over-anxious to sell his wares.
5. At the Post Office—You want to send some letters home. Discuss the prices of ordinary and air-mail (*avionski*) letters. Get as many stamps as you need.

Remember in these conversations to use the familiar forms of the pronoun and verb when speaking to a friend but the polite forms to others.

KEY TO EXERCISES AND TESTS

The following pages give in condensed form a Key to the exercises contained in Section C of each regular Unit, and to the tests and exercises contained in the Review Units. You will also find here the tests themselves, so that you can read them even if you have no Guide.

Each part of the Key is identified by a heading giving the Unit and Section in which the exercise occurs.

UNIT 2

3. Word Study Review

Jaa se sóveem MAArko Králjević
Jaa vas nítam: vídeo véc dǔgo
vli móoraate ódmah léi
vli njéga smáatraate kao dijéte
óon or óna ne rasúmije mène líi váas
óon or óna vólil léi u kíino
óon or óna ímaa kéeer i stina
mli zéllimo jéstj
mli dólazilimo iz Čikaága

4. What Would You Say?

1. c 2. a 3. c 4. h 5. c

UNIT 3

3. Word Study Review

- A. 1. kónobaara 5. kéeer
2. líječnik 6. vèlikli mómak, ótac
3. vójnik, krójaac 7. súprugu
4. gostlónicu
- B. 1. Dólazilite li vli iz Nèv Jorka? Dà li vli dólazilite iz Nèv Jorka?
Jéli vli dólazilite iz Nèv Jorka?
2. Jé li gostlónica u hoteélju?
3. Ideete li vli u kíino? Dà li vli ideete u kíino? Jéli vli ideete u kíino?
4. Ímaate li vli i kéeer takóodjer? Dà li vli ímaate i kéeer takóodjer? Jéli vli ímaate i kéeer takóodjer?
5. Dà li su ínžiníri dóbro plaačeni?

4. What Would You Say?

1. b 2. b 3. a 4. b 5. c 6. c

UNIT 4

3. Word Study Review

- | | | |
|---------------------------|--------------------------|-------------------|
| A. 1. da | 6. dà li or jèli | 11. se |
| 2. se | 7. da | 12. dà li or jèli |
| 3. se | 8. da, se | 13. li |
| 4. da | 9. li | 14. se, da |
| 5. li | 10. dà li or jèli | |
| B. 1. mòju sùprugu | 6. gràad | |
| 2. gòspòdina | 7. gòspodjo | |
| 3. gràadu | 8. univèrsitèet | |
| 4. katedraalu | 9. sredini | |
| 5. bânkee | 10. bânku autobusom | |
| C. 1. vidjeti or da vidim | 4. mòorate, lèi, ùsmeete | |
| 2. promijè, lti | 5. rèci | |
| 3. gòvorilmo | | |

4. What Would You Say?

1. b 2. b 3. a 4. b 5. a 6. c

UNIT 5

3. Word Study Review

- | | |
|------------------------|--------------------|
| A. 1. vaas | 4. njèga |
| 2. nàma | 5. klim |
| 3. Kò | 6. vam |
| B. 1. pòlje, sljeno | 5. sùprugom |
| 2. zèmlja | 6. mduža |
| 3. žlto, gòdinee | 7. mljéka |
| 4. kišu | 8. Mlijéko |
| C. 1. svršilte, pomòci | 6. gòvoree, bìti |
| 2. dovòsiti | 7. lmajuu |
| 3. dovèali | 8. vòlee |
| 4. pòènuu, bi bisfo | 9. èu lèi. òstaneè |
| 5. òstati | |

What Would You Say?

1. c 2. b 3. b 4. b 5. c 6. b

UNIT 6

Section A — Understanding Serbo-Croatian

The following are the answers to the true-false questions:

I

- | | | | |
|------|-------|-------|-------|
| 1. F | 6. F | 11. T | 16. T |
| 2. T | 7. F | 12. F | 17. F |
| 3. T | 8. F | 13. F | 18. T |
| 4. F | 9. F | 14. T | 19. T |
| 5. T | 10. T | 15. F | 20. F |

II

Conversation 1

1. F
2. T
3. T
4. F
5. F

Conversation 5

1. T
2. F
3. T
4. T
5. F

Conversation 9

1. F
2. T
3. T
4. T
5. F

Conversation 2

1. F
2. F
3. T
4. F
5. F

Conversation 6

1. F
2. T
3. T
4. F
5. F

Conversation 10

1. T
2. T
3. F
4. F
5. T

Conversation 3

1. F
2. T
3. F
4. F
5. T

Conversation 7

1. F
2. F
3. T
4. T
5. F

Conversation 11

1. F
2. T
3. T
4. F

Conversation 4

1. T
2. F
3. T
4. F
5. T

Conversation 8

1. T
2. F
3. F
4. F
5. F

Conversation 12

1. T
2. F
3. F
4. T
5. F

Conversation 13

1. F
2. T
3. T
4. F
5. F

Section B — How Would You Say It?

I

1. Dõbro jütro gospõdin Dõliiç. Kåko ste vii dånas?
2. Jaa sam dõbro, hvaála, kåko ste vii?
3. Jaa vas ne razumijem.
4. Ne govõrite tåko brîzo. Mõliim vas govõrite malo spõrijee.
5. Isvinite, gdjõ je željezniçkaa stånica?
6. Idite nà lijevo i õnda nà desno.
7. Hõteel je tåmo nãpreed.
8. Mõliim vas, jaa žõliim cigareetaa i sibilcaa.
9. Jaa žõliim hijeba i kafee.
10. Kåko se tõi zõvee stpski (hîvaatski)?

II

1. Odaakle vii dõlaziite?
2. Mõje ime je Williams (or, Jaa se zõveem Williams). Jaa sam Amerikaánaa.
3. Štã vii raadiite oõvdje u Amèrici?
4. Kåko je vaša maaška dånas?
5. Da vam præstaviim gospõdina Ward.
6. Žao mi je, ali mõja sũpruga nẽznãa õngleeski.
7. Vii govõriite stpski (hîvaatski) viiõ dõbro.
8. Gdjõ vii ideete sãda?
9. Mii ideemo u kiino.
10. Içi tẽmo svi skũpa.

III

1. Ideem u bãnku promijẽniti nõvaacaa.
2. Mõliim vas, kåko se idee nã željezniçkuu stånicu?
3. Mõõraam da õzmeem mõju bagaažu na stånici.
4. Mõžemo içi (sa) autobusom ili (sa) trãmvaajem.
5. Trãmvaaj stãje tåmo na uõglu.

6. Möllim vas daajte nam grädskuu mapu.
7. Da se pröleeemo krös graad.
8. Katedraala i müzej su vřlo znämeniti.
9. İsvinite gospödine, möžete li mi reći gdje je müzej?
10. Në volřim řći u sredinu gräada.

IV

1. Kò je gospödin Dëllić i ċim se zänlimaa?
2. Oon je još plaar u hoteću.
3. Skřim öön gövorři?
4. Oon gövorři sa sträzaarom.
5. Sträzaar pöznaa njëgove rödlitelje u Amërici.
6. Väs řlin već mööraa břli vëlikil mömak.
7. Nřsam vam vřdio bräta dänas. Or, Nřsam vřdio vašëga bräta dänas.
8. Möžete li vři řći šnäma?
9. Jëste, hvaäla, jaa bi töö völio.
10. Žao mi je, ali mři řdeemo sa gospödinom Joövć u sädam saätři.

V

1. Jaa řdeem ù polje da vřřřim möju pšënicu.
2. İmaate li döbro žřto övee gödřnce?
3. Oon İmaa döbřu rödnü zëmřju.
4. Jaa vöřřim övoo vřřjëmë, ali në mřřřřim da ċe öväkoo östati.
5. Jaa ċu pöċeeti sũtra dövdözřti möju pšënicu.
6. İmaate li još prřřřřčno řřjena ù polju?
7. ċřim öön svřřřřř sa svöřřřř řřjenom, möže i mëni mälö pomöċi.
8. Mëni se ċřřř da stäari řřřřři möörajuu ö neċëm prřřċati.
9. Övaa gödřna břřř ċe rödna — täko sam ċüo.
10. İdeem u vaäřš küüpřti elpele, ali ċu břř kòd kuċëe veċëras.

Section D — How Would You Say It?

I

1. Jëste, öni řmajuu trři řřina.
2. Štä trëċř řřin řäädřř?
3. Mööj drüğř brät je vöđnřik.
4. Štä öni řäädee u Šřbřři?
5. Trëċř je kröjääċ i žřřřř u Beögradu.
6. Jëdan je řřjëċnřik i řäädřř u Amërici.

7. Mõõj brät je cipelaar all jaa njega jõe smaatraam kao dijete.
8. Jēte, alin mu je djāak. Ūzil ēngleeski.
9. Mēni se činli da imaa stina.
10. Šta stō vli kaāsali?

II

1. Člim ee vās ōtao saniilmaa?
2. Imaate li kēer takōōdjer?
3. Ōon žēlii bitli lijetnlik kao i mõõj p̄vil slin.
4. Jēte, mõja kēli je u bōlniel (kao) bōlničaarka.
5. Mli imaamo kēer takōōdjer ali ōna je ūdaata.
6. Jē li vās brät dōbro plāācen?
7. Njēen ōtao je Inžinir.
8. Insiniiri su dōbro plāācenl.
9. Jēte, njēen mūūž (or, sūprug) slūūžli dōbar nōvac.
10. Isvinite, jaa bi moōrao ōdmah lēl.

III

1. Dōōdjite kōd mene da ee razgōvaaraamo.
2. Hvaāla vam, draāgo mi je da smo se ōpet sastali.
3. Gōyorii li ōon sūvišee brzo?
4. Mōliim vas, dāajte mi čāšu vōdee.
5. U kōliko saātli pōčinjee kiino?
6. Hōteel Pālas je u Milōševooj ūlici.
7. Da ūplitaamo ōvog pisaāra.
8. Ōnl ēee nareēditi da vam se dōnesee.
9. Vli nē mooraate lēl tāmō sāto.
10. Šta vli imaate ōōvdje sē vidjeti?

IV

1. Kāko ee tāmō dōōdje najlakšee?
2. Autobus stāje na drugoj straāni ūlicee.
3. Tōo je katedraāla tāmō, vidliite li?
4. Isvinite, jēte li vli gospōdin Dēliiē?
5. Dōbro vēēer gospōdjo Dēliiē. Kāko vōlliite ōvoo vrijeme?
6. Kōliko tōo svē stōjli?
7. U kōliko saātli vōos ōdlasii?
8. Sedam i četiri je jedānajet.
9. Vōos dōlasii u pēt i trideset.
10. Pa dabōme, pōmaam ga vli dōbro.

V

1. Jeste li vi doveli vaše ajeno?
2. Jeste, i danas ću početi dovesti moju pšenicu.
3. Töö bi bilo ljepo od vas.
4. Da li vi vjerujete (or, mislite) da će kiše početi večeras?
5. Gdje su vaša supruga i kći danas?
6. Vi ćete uskoro doći do njihove starosti.
7. Znaate kako je.
8. Kiša ne bi bila dobra za moju pšenicu.
9. Ja se bojim toga. Or, Toga se i ja bojim.
10. Želite li ići u kino? Vjerujem da je danas dobra slika.

UNIT 7

3. Word Study Review

- | | | |
|------------------|----------------------|----------|
| A. 1. b | 6. b | 11. a |
| 2. c | 7. a | 12. c |
| 3. a | 8. b | 13. a, c |
| 4. b | 9. b | 14. b |
| 5. a | 10. c | 15. b |
| B. 1. živce | | |
| 2. šilica | 7. je čuo | |
| 3. treći | 8. sredinu | |
| 4. toga | 9. čista | |
| 5. Jeste li bili | 10. topla, dobra | |
| 6. sam mislio | 11. željezničku | |
| | 12. kuće | |
| C. 1. me je | 6. li, ćete, se | |
| 2. ćete mu ga | 7. li nam | |
| 3. čemo vas | 8. li ih | |
| 4. su se | 9. ste, ćete, nam se | |
| 5. ću vam | 10. mu ih | |

4. What Would You Say?

1. b 2. c 3. b 4. b 5. b 6. b

UNIT 8

3. Word Study Review

A. Possible combinations:

With moć, vaš, njen, ovaj: otac, auto, brat, liječnik, bensiin, hoteel, suptug

With mōja, vāa, njēna (all but sùpruga!), òvaa: ròba, ból-
nitaarka, māpa, bagaāza, kēli, sùpruga

With mōju, vāu, njēnu, òvuu: pšēlcu, kēer, kùcu, bólnicu,
māajku

With mōje, vāe, njēne, òves: cipele, gūme, slike, sòbe

With mōje, vāe, njēno, òvoo: sijenó, ime, mlijéko, dijéte,
bùre, žito

With mōji, vāi, njēni: ròditelji

With vāsega, òvog: slina, mùuža, sùpruga, liječnilka

With òvom: mùseju, mèesu, udglu

With òvooj: kùci, bancel

The Group should not be expected to have used *all* these but cer-
tainly most of them.

- | | |
|----------------|------------|
| B. 1. bagaāzee | 6. bensina |
| 2. cipele | 7. grāad |
| 3. čaja | 8. Óvaa |
| 4. òvaa | 9. Jēdan |
| 5. Vās | 10. Óvoo |

4. What Would You Say?

1. b 2. c 3. c 4. b 5. b 6. b

UNIT 9

3. Word Study Review

- | | | |
|-------------|-----------------|-----------------------------------|
| A. 1. mèesa | 6. vāu kāfu | 11. bólnicu |
| 2. večeru | 7. jānjetnoom | 12. na vrljéme |
| 3. rāta | 8. Skōplja | 13. bólnicl, svōjoom
sùprugoom |
| 4. kōd vāaa | 9. katedraālee | 14. vāma |
| 5. pōvrēm | 10. kvaliteētee | |
-
- | | |
|------------------------|---------------------------|
| B. 1. nāadjem | 6. Jēo sam or Jāa sam jēo |
| 2. nāšli | 7. da jēdeete |
| 3. jēli | 8. ste ml donljeli |
| 4. sam žēlio, su Imali | 9. Vjērujte mi |
| 5. Donēsite | 10. bi vōlili |

4. What Would You Say?

1. c 2. b 3. b 4. b 5. b 6. b

UNIT 10

3. Word Study Review

- | | | | | |
|---------|------|------|------|-------|
| A. 1. c | 3. b | 5. c | 7. b | 9. c |
| 2. a | 4. c | 6. a | 8. b | 10. b |

- | | |
|---------------------------|-----------------|
| B. 1. alnovi | 11. Òvaa |
| 2. tli | 12. òvuu |
| 3. svtršlš, razgòvaaraamo | 13. cime |
| 4. ti | 14. Ònaa or Taa |
| 5. kod tèbe | 15. pròstran |
| 6. drùgoom | 16. opròbati |
| 7. òtlšao | 17. nòsiti |
| 8. niže vòlio | 18. drùgoo |
| 9. nšsam iznašjmio | 19. òvoom |
| 10. vāšijh | 20. srednjii |

4. What Would You Say?

- | | | | | |
|------|------|------|------|------|
| 1. b | 2. b | 3. c | 4. b | 5. b |
|------|------|------|------|------|

UNIT 11

3. Word Study Review

- | | |
|-----------------------|-----------------------|
| A. 1. vòzom, avioònom | 6. vāšlim |
| 2. òvaa | 7. dòbar |
| 3. mòju | 8. mjèseeca |
| 4. cršne, svljétli | 9. òstati, gòspodjoom |
| 5. vèlika | 10. dòbrog |

- | | |
|--------------|--------------------|
| B. 1. zèlene | 7. čistii |
| 2. izložene | 8. znàmenitu |
| 3. tòplo | 9. drùglim |
| 4. vèlikih | 10. pìvooga, pìvog |
| 5. dòbroom | 11. pìvog, pìvooga |
| 6. svàkooj | |

4. What Would You Say?

- | | | | |
|-----------|------|------|------|
| 1. a or c | 2. b | 3. h | 4. b |
|-----------|------|------|------|

UNIT 12

Section A — Understanding Serbo-Croatian

The following are the answers to the true-false questions:

I

- | | | | |
|------|-------|-------|-------|
| 1. T | 6. F | 11. F | 16. T |
| 2. T | 7. T | 12. T | 17. T |
| 3. F | 8. T | 13. F | 18. F |
| 4. F | 9. T | 14. F | 19. T |
| 5. T | 10. T | 15. T | 20. T |

II

Conversation 1

1. F
2. F
3. T
4. T
5. F

Conversation 4

1. F
2. T
3. T
4. T
5. T
6. F

Conversation 6

1. T
2. F
3. T
4. F
5. T

Conversation 2

1. F
2. T
3. T
4. F
5. F

Conversation 5

1. F
2. T
3. F
4. T
5. F
6. F
7. T
8. F
9. F
10. F

Conversation 3

1. F
2. F
3. T
4. F
5. F

Section B — Putting It Into Serbo-Croatian

I

1. Jaa sam čuo da imate dvije sobe za iznajmiti.
2. Jeste, jaa imam dvije dobre i proštrane sobe.
3. Je li banja uvijek čista?
4. Naravno, i uvijek ćete imati tople vode.

5. Mlailim da je tóo málo prěkuupo.
6. Vii móžete saúsceti sòbe danas ako žellite.
7. Hvaele vam, jaa ideem da doneseem móju ròbu.
8. Mli žellimo linaajr ili sòbe nedeeljno.

II

1. Dòbro jùtro gospòdine, imaate li bensilna?
2. Kòliko litaaraa žellite gospòdine?
3. Bensilin je vilo teško dòbiti poslje rata.
4. Pròdajete li óvdje ùlje takoódjer?
5. Je li bensilin jeftiniji u Americi?
6. Evo vam račuun sa četiri stóo pedéseet i šest dinaaraa.
7. Šad je svè u reedu gospòdine.
8. Pedéseet litaaraa bíce (or, bitl će) mi dòsta do Skòplja.

III

1. Mòliim vas, rěcite nam šta imaate za večeru.
2. Imaamo pečenuu gòvedinu i svinjetinu, zèlenii gràh, krùmpilr i salaátu. (or, pèčenee gòvedinee, etc.).
3. Mòliim vas, donesite nam pečenuu jànjetinu, kùvaanii krùmpilr, salaátu i kàfu.
4. Nište mi dónijeli vilicu gospòdine.
5. Óvaa? tãnjilr nije baš takoo čist.
6. Žellite li črnii pšeničnii hljeb?
7. Jaa bi želio nešto slatko ili málo vòta poslje večeree.
8. Mli imaamo pltu od jábuukaa, sirra, pèkmeza.

IV

1. Zašto da tróšilš (or, tróšilte) nòvac (or, nòovce) kad imaaš (or, imaate) dòsta kòsuuljaa.
2. Zašto nè bi kuúpio ròbee ako nèemaam dòsta.
3. Kòjii bròoj odijéla nòsilite?
4. Pògledaa? (or, pògledaa?te) čarape i maásne na ónoom astaálu.
5. Mòliim donesite dvaa ili trii odijéla da ih óproobaam.
6. Kàko vòliite (or, vòliiš) óvoo odijélo?
7. Mli takoódjer imaamo dòbre šesifre óvdje.
8. Óvaa? paas mi se dópadaa vilo dòbro.
9. Mòliim daajte mi dvije kòsulje i dvije od óviih maramilcaa.
10. Kápuut ti (or, vam) stòjii kao prišlven.

V

1. Jaa bi želio nêkee informaacijee o avloonskiim poduzećima.
2. Vãše poštaanske regulaacije mi niisu pòznaate.
3. Mòliim daajte mi dvaadeset i dvije poštaanske dõplisnice.
4. Pòslao sam mnõgo stvaãrii kući pròšlog mjéseeca.
5. Žao mi da vam nè mogu udovõljiti.
6. Jaa mðoraam pòslati telegraam (*or, bõsojaav*) òdmah u Amè-riku.
7. Mii garaãtiraamo da će pòšta doõći na òdreedjeno mjèsto.
8. Nè primamo pakeete uopšte sada.
9. Vli ćete mòći pòslati svè što žèliite za nèkoliko daãnaa.
10. Doõdjite òvaamo lduuće nèdeljee i jaa ću vam kaãrati ò tom máló vñee.

Section D — Putting It Into Serbo-Croatian

I

1. Mòliim daajte mi trii mårke po pèet dinaaraa.
2. Òni imajuu dliivnee ròbee oóvdje.
3. Jèò sam jùtroos ràno ali (*or, pa*) niisam jòš glaãdan.
4. Kòliko stòjii bùre bensina?
5. Izvòlte pògledati sòbe.
6. Òni su bili vèoma zàdovoljni sa stvaãrima kòje sam pòslao pròšlee nèdeljee.
7. Imaate li vèlikoo oglèdalo?
8. Mòliim vas gospòdine, donèsite mi nõož i kàšiku.
9. Dòbio sam pèet stòo litaaraa jùčeer.
10. Mii ćemo se zàdovòljiti sa dvije sòbe zà sada.

II

1. Dà li moguće vli imaatè jòš jèdnu sòbu praãznu?
2. Dà li je òvaa pita dõmaaãaa?
3. Nàše sàobraćajne vèze sa Amèrikoom su vèoma ograničene.
4. Svuõcite vãše stàaroo odijèlo i obuõcite jèdno od òvliih.
5. Sàmo pitaajte što žèliite.
6. Mòžete li mi dònijeti jòš komèdić jànjetinee?
7. Mòliim požuúrite, jaa nèemaam vrèmena.
8. Èvo vam pñsluk i hlàće gospòdine.
9. Pòšto je litra bensina?
10. Za kràtkoo vrijème nèécete imati tòplee vòdee.

III

1. Hajdemo ù graad da razgleedaamo odijela u proózorima.
2. Búdite táko dóbar pa nam donesite što imaate.
3. Je li óvoo čistli bensiin?
4. Ne, óvaaj bensiin je pómiješaan sa petróljem.
5. Šta ste pišli sa dóručak (or, kod dóručka).
6. Jaa tú tóo ódmah pòpraviti.
7. Kòliko bi stájalo da pošaljem list avioónom mójoj obistelj i Név Jorku?
8. Tóo je óbičnaa cijéna sóbes u óvooom preédjelu gráada.
9. U hoteélu je prèskuupo i záto mli tráazilino sóbe za iznaájmiti.
10. Tóo je svè što imaam zá sada.

IV

1. Kákovaa je óvoo mješavina?
2. Kád već nè mogu sláti óvee stváari, mógu li pòslati nóvac?
3. Óvaa manufaktúurnaa raádnja mi izgleedaa dóbro.
4. Jèsu li móje gúme dóbre?
5. Níste mi kaázali kòliko tóo svè skúpa stòjii.
6. Jaa sam želio málo pèčenee jànjetinee, zèlenog gráha, krùmpiira i mlijéka.
7. Imajuu dóeta vódee.
8. Zar neémaate svinjetinee?
9. Dáti tú vam svákúu sóbu za sedamdèset dinaaraa nèdeeljno.
10. Náravski jèsu!

V

1. Kòjii bróoj čáraapaa nósiite?
2. Zar neémaate drúgog mèesa osim svinjetinee?
3. Tóo je svè što mi trèbaa.
4. Kàko stòjiiite sa slaánjem prepòručeniih listooavaa?
5. Évo vam ráčuun za sèdam stòo dinaaraa.
6. Jèsu li vaše kčèri kòd kućee sáda?
7. Mli gòvoriimo o sèlima u Stbiji.
8. Žao mi je, mli nèemaamo ništa ód togaa.
9. Táko sam i jaa mislio.
10. Jaa želiiim vidjeti ónóo črnoo odijélo što imaate isloženo u proózoru.